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A Pilot Study for Gainful Employment in Home Economics. Final Report. Volume III. A Suggested Curriculum Guide for Preparing Clothing Service Workers for Entry Level Jobs.

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Descriptors-*Clothing Instruction, *Curriculum Guides, Grade 11, Grade 12, Instructional Materials, *Occupational Home Economics, *Seamstresses, *Teaching Guides, Textiles Instruction, Work Experience

Curriculum guidelines for teacher use in organizing and teaching a course to prepare 11th and 12th grade students for entry level clothing service occupations were developed as part of a pilot study which is reported in VT 006 870. The 1-year program requires 2 hours daily: a 1-hour lab experience or on-the-job work experience is suggested for the second semester. Content areas are: (1) Introduction to Clothing Services, (2) Garment and Pattern Alterations, (3) Clothing Construction, (4) Clothing Maintenance, (5) Textiles, (6) Specialized Sewing, (7) Home Dress Making, (8) Today's Labor Force, (9) Securing a Job, and (10) Success on the Job. Unit organization is composed of objectives, generalizations, sub-concepts designating experiences, student generalizations and evaluations. Resource materials keyed to each subconcept are included in the units. The document also contains bibliographies of books, pamphlets, films, and supplementary materials for the world of work in clothing service occupations. (FP)

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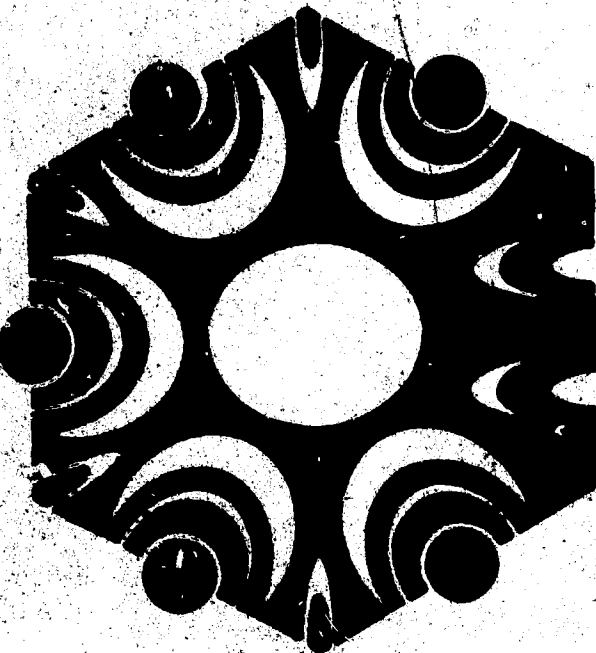
A PILOT STUDY FOR GAINFUL EMPLOYMENT IN HOME ECONOMICS

VOLUME III - A SUGGESTED CURRICULUM GUIDE FOR
CLOTHING SERVICE WORKERS FOR ENTRY LEVEL JOBS

August, 1968

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A PILOT STUDY FOR GAINFUL EMPLOYMENT IN HOME ECONOMICS
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CLOTHING SERVICE WORKERS FOR ENTRY LEVEL JOBS

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OVERVIEW TO CLOTHING SERVICES

1. Scope - A Suggested Curriculum Guide for Preparing Clothing Service Workers for Entry Level Jobs was developed for use with high school students at the 11th and 12th grades. Major emphasis include orientation to the world of work, basic construction, selection, use, and care of equipment and textiles, alterations, clothing maintenance, and specialized sewing.

Length of program - one year or 36 weeks, in the first semester two hours of classroom experience daily and in the second semester one hour daily of classroom experience and one hour of laboratory or one hour of on-the-job work experience duty.

Credit - 2 units of credit.

2. Purpose - The purpose of the program is to prepare high school junior and senior girls to become employable in entry level jobs in clothing service.

3. Overall Objectives for the Program:

To develop an increased awareness of the various job opportunities available to a clothing service worker.

To develop an awareness of and a desire to develop personal characteristics or qualities needed for job success.

To develop a positive attitude toward work as a part of life and a desirable segment of education.

To acquire some basic knowledge in clothing construction, alteration and maintenance.

To develop skills for successful performance as required for clothing service workers.

To develop a desire to obtain a job in clothing services on completion of the training program or to continue education for a more technical job or a profession in clothing or a related area.

4. Needs Based on Survey Findings - The area of clothing services offer varied entry level jobs for specially trained high school girls. A survey of Stillwater indicated that there were 35 people employed in sewing and business establishments. Interviewees in 15 of the 18 business establishments indicated that they experienced difficulty in filling vacancies with qualified workers. Half of the 18 business establishments indicated a willingness to

provide work experience for students enrolled in the clothing service program.

The survey indicated that there was ample opportunity for employment of home seamstresses. Eighteen of the 29 seamstresses who agreed to interviews said that they were never out of work. Through an adult class in alterations an additional 23 seamstresses were located. Partial interviews with these women further indicated the readiness by which employment could be had in sewing for others in the home.

A job analysis based upon survey findings indicated that a clothing service worker needed knowledge of and skill in clothing construction, alterations and maintenance; also some skill in specialized sewing would be useful. Employers indicated that a wholesome attitude toward work would be beneficial in employer-employee relationships.

5. Use of Materials - The materials herein presented are intended for use as a guide to the teacher in organizing and teaching a clothing service program based on the needs of her own community as identified through a survey. Each teacher will want to assess her own experiences and competencies, the needs and opportunities in her community, and the needs and capabilities of her students before outlining her program. A survey of the community will be helpful, as well as the appointment and use of an advisory committee.

As each individual teacher plans her program, she should carefully review the objectives, concepts, generalizations, learning experiences, and evaluation methods, and select those most appropriate for her situation. These should be adapted and supplemented to meet the needs of her students. Specific suggestions follow for each of the component parts of the framework used in developing each curriculum.

Behaviorial Objectives - It is recommended that these be cooperatively developed by the teacher and student after the teacher has prepared a tentative list of objectives to be included. Objectives have been stated to include both the specific behavior and the content, and to include specific behavior in the cognitive affective and psychomotor domains. Overall objectives are stated in the overview with more specific objectives being included for each concept.

Concepts - Concepts are the big overall ideas and subconcepts are used for breakdown of the broader, more inclusive term, phrase or key idea. No attempt was made to include a complete or all inclusive test of either concepts or subconcepts.

Generalizations - Two types of generalizations are listed, the first being considered overall for the purpose of guiding the teacher in selecting of learning experiences, evaluation methods, etc. The second "Student Generalization" is presented as an

example of the type of generalization which it is hoped that students would be able to state as a result of the learning experiences provided. In most instances the teacher could expect students to be able to state several generalizations.

Evaluation - Emphasis should be placed on cooperative evaluation and self-evaluation techniques.

Resource Materials - Resource materials are listed in two places. At the end of each unit resource materials are listed for each subconcept. In the bibliography is a complete listing of all references suggested for the course. These references should be supplemented by those available in each classroom.

The units orientation to the World of Work and Introduction to Clothing Services were presented at the beginning of the school year. Throughout the year various aspects of the World of Work were emphasized. However, units may be taught in any sequence which fits the student, the community, and the teacher. The teacher may find ideas in the materials from which she can create units which are more applicable in her situation.

The device, "Estimating Clothing Construction Ability," published by Iowa State University has proved useful in identifying competencies of students. It is recommended (It could well be used) in identifying students most likely to succeed in clothing service occupations. The device could be given to students seeking to enroll in the class. Students scoring in the lower third learned and benefited from the course, but did not become qualified for job placement.

Various evaluation forms and teaching devices are included in the supplementary materials. These have proved useful in the particular situation in Stillwater. They are included as being suggestive of the type of materials the teacher may adapt or develop for use in her particular situation.

UNIT I - INTRODUCTION TO CLOTHING SERVICES

OBJECTIVE: To become aware of types of jobs available in clothing services.

To understand what is expected of an employee in clothing services.

GENERALIZATIONS: A knowledge of opportunities in the field of clothing services facilitates one's ability to select a job which is most suitable for her.

Understanding what is expected of oneself contributes to satisfaction and success on the job.

Subconcept A. JOB OPPORTUNITIES IN CLOTHING SERVICES

Experiences:

- ... Bulletin Board "Gainful Employment Possibilities in Clothing Services."
- ... Check telephone book to find where job opportunities in clothing services might be available.
- ... Observe various job opportunities in clothing services through field trips, slides or films.

Student Generalization:

- ... A person trained in clothing services can earn money in many different ways.

Evaluation:

- ... Have students list as many different places as they can where a person trained in clothing services might work.

Subconcept B. EMPLOYER EXPECTATIONS

Experiences:

- ... Have employer discuss expectations of his employees.
- ... Discuss:
 - "Qualifications for getting a job."
 - "Qualifications for keeping a job."
- ... Make bulletin board "Workers and Their Jobs." (See Sup. Mat.)
- ... Analyze case studies of workers in clothing services. (Sup. Mat.)
- ... Play the game "Can You Follow Directions." Discuss the reasons for following instructions in clothing services. (Sup. Mat.)

- ... Discuss the role of courtesy in employer-employee relations.
- ... Buzz sessions. "Loyalty." (Sup. Mat.)
- ... Role Play Work relationships. (Sup. Mat.)

Student Generalization:

- ... Personal qualities are as important as work abilities in keeping a job.

Evaluation:

- ... Fill out the evaluation sheet, "My Job Success Traits." (Sup. Mat.)
- ... In preparation for the next unit give Sewing Pre-Test to determine sewing abilities. (Sup. Mat.)

RESOURCES

Resource	Subconcept	
	A	B
Berry		X
Peake		X
Magazine: "Knowledge and Skills Leading to Employment in Clothing- Related Occupations."	X	
Bulletin: How to Get and Hold the Right Job		X

UNIT II - GARMENT AND PATTERN ALTERATIONS

OBJECTIVES: To develop an understanding of satisfactory pattern and garment fit.

To develop skills in performing basic pattern and garment alterations.

GENERALIZATIONS: A properly altered pattern or ready-made garment will fit the individual for whom it is intended and result in customer satisfaction.

Skill in alterations and acceptable standards of work contribute to personal profit and employer satisfaction.

Subconcept A. ALTERATIONS FOR MEN

Experiences:

- ... Students survey dry cleaning establishments and men's clothing stores to determine which alterations are most commonly made on men's clothing.
- ... Determine which alterations are currently being made because of changing style, for example:
 - Tapering shirts
 - Tapering pants
 - Changing pants cuff width
 - Changing style of suit
 - Coat from double breasted to single breasted
- ... Resource person from man's clothing store discuss accuracy and acceptable standards of work and demonstrate basic alterations for men.
- ... Students bring a pair of discarded men's pants to school. On this one pair of pants make some or all of the following alterations. (Sup. Mat.)
 - Replace one pocket
 - Make pocket tip on other pocket
 - Make zipper replacement
 - Take in or let out the waist
 - Take in the crotch
 - Cuff one leg using cuff marker
 - Cuff one leg using formula
 - Cuff one leg using method for permanent press
- ... Students practice alterations to gain speed.
- ... Students discuss on the job observations in class.
- ... Students study alteration tickets and how to interpret them.

Student Generalization:

- ... Accuracy and high standards in alteration of men's clothing are necessary for pleasing fit and customer satisfaction.

Evaluation:

- ... Student and teacher conference to examine alterations on men's pants in terms of acceptable standards of work. (Sup. Mat.)
- ... Students set daily goals and time themselves to gain speed while doing acceptable work. (Sup. Mat.)

Subconcept B. FITTING FOR WOMEN

Experiences:

- ... Bulletin Board - "Girls Come in a Variety of Shapes and Sizes."
- ... Study factors which contribute to proper fit in clothing.

- ... Teacher use garment properly fitted on a polyurethane dress form to demonstrate principles of fit.
- ... Students evaluate fit of garments on each other.
(Sup. Mat.)
- ... Students evaluate fit of garments with cut-in, sewn-in fitting problems on dress form. (Sup. Mat.)
- ... Students use polyurethane dress form and body irregularity pads to study fitting problems caused by figure variation from standard proportions.
 - Large bust
 - Large abdomen
 - Round shoulder
 - Large back hips

Student Generalization:

- ... Clothes which fit properly are comfortable and becoming to the wearer.

Evaluation:

- ... Teacher evaluate student's ability to recognize proper fit (of fitting problem) in garments on each other or on dress form.

Subconcept C. GARMENT ALTERATIONS FOR WOMEN

Experiences:

- ... Students use dress form, dresses and body irregularity pads to study fitting problems caused by figure variations from standard proportions. Demonstrate how alterations can be made in garment to make it fit.
(Sup. Mat.)
- ... Observe how garments are pin-fitted in an alteration room.
- ... Demonstrate how to transfer markings to wrong side.
- ... Resource person discuss and demonstrate lengthening and shortening of sleeves, skirts, and bodices; changing shoulder lines; and altering side seams involving zipper replacement.
- ... Discuss fabric characteristics which must be considered in determining whether alteration can be made and how alteration can be made.
- ... Students make notebooks of hems illustration width, finish, and stitch suitable to a wide variety of fabrics.

Student Generalization:

- ... Customers who are pleased with the fit and appearance of their garments will return for further work.

Evaluation:

- ... Students determine type of alterations to be made for specified garment fitting problems.
- ... Open book test - "Alteration Problems". (Sup. Mat.)

Subconcept D. PATTERN ALTERATION FOR WOMEN

Experiences:

- ... Study the difference between garment and pattern alterations.
- ... Have students use half size patterns to learn dart manipulation.
- ... Discuss various methods of determining fit of a pattern.
- ... Use dress form and fitting tapes to demonstrate accurate pin-fitting of patterns.
- ... Pin fit and alter full size pattern for dress form to which a body irregularity pad has been attached.
(Sup. Mat.)

Student Generalization:

- ... A carefully altered pattern will result in a garment which fits.

Evaluation:

- ... Students alter half size patterns for specified figure problems. (Sup. Mat.)
- ... Open book test. (Sup. Mat.)

OVERALL EVALUATION: Show slides of the following types of garments which do not fit the wearer:

- Men's ready-made clothes
- Women's ready-made clothes
- Women's custom or homemade clothes.

Have students evaluate fit of each garment and tell what alterations (in either pattern or garment) could have eliminated the problem.

RESOURCES

Resources	Subconcept			
	A	B	C	D
Better Homes and Gardens Sewing Book			X	
Bishop and Arch		X	X	
Coats and Clark		X	X	
Erwin		X	X	X
Iowa Home Economics Assoc.		X	X	X

RESOURCES (continued)

Resources	Subconcept			
	A	B	C	D
<u>Johnson</u>				X
<u>McCalls Sewing Book</u>			X	
<u>Simplicity Sewing Book</u>			X	
<u>Sonneland</u>			X	
<u>Sturm and Grieser</u>		X	X	X
<u>Bulletins:</u>				
<u>Altering Ready-to-Wear Dresses</u>				X
<u>Filmstrips:</u>				
<u>Cutting to Fit and Fitting</u>		X	X	
<u>Overhead Transparencies:</u>				
<u>NASCO Figure and Fit</u>				

UNIT III - CLOTHING CONSTRUCTION

OBJECTIVE: To learn quick acceptable methods of clothing construction which can be used in sewing for others.

GENERALIZATIONS: Quick acceptable methods will save time and may be used to produce quality garments.

Subconcept A. SPEED TECHNIQUES

Experiences:

- ... Students and teacher select dress pattern which will include the following techniques:
 - set-in sleeve, zipper, darts, hem, collar or facings
- ... Display step-by-step garment construction processes.
- ... Demonstrate speed methods for the following construction processes and have students apply them to the garment which they are making:

laying out pattern	cutting
making darts	marking
attaching facings	pin basting
applying seam finishes	pressing
setting in sleeves	attaching collar

- making hems by hand and machine
- setting in zipper (Sup. Mat.)
- ... Demonstrate attaching buttons, hooks and eyes, snaps; covering buttons, buckles; making belts, making fabric and thread belt loops; making machine and bound button-holes; using interfacing; using backings and linings.
- ... Field trip to department store. Compare construction of "bargain basement" and "quality" clothing.

Student Generalization:

- ... Quality garments are produced by handling as little as possible during the construction process.

Evaluation:

- ... Student evaluates her work. (Sup. Mat.) Teacher evaluates student work. (Sup. Mat.) Student and teacher conference to evaluate student work.

Subconcept B. SEWING FOR OTHERS

Experiences:

- ... Each student construct a simple garment for another student in class. (Each student provides her own pattern and materials for the garment.)
- ... Measure "student customer" to determine pattern type and size.
- ... Pin fit pattern; alter pattern if necessary.
- ... Make fitting plan and schedule for construction.
- ... Fill out daily goal sheets. (Sup. Mat.)
- ... Have style show when garments are completed.

Student Generalization:

- ... Quality workmanship pleases customers.

Evaluations:

- ... Each student evaluates the garment she made. (Sup. Mat.)
- ... Each student evaluates the garment made for her. (Sup. Mat.)
- ... Teacher evaluates garments. (Sup. Mat.)

RESOURCES

Resource	Subconcept	
	A	B
Bane	X	X
Better Homes and Gardens Sewing Book	X	X
Bishop and Arch	X	X

RESOURCES (continued)

Resource	Subconcept	
	A	B
Coats and Clark	X	X
Erwin	X	X
Erwin and Kinchen	X	
Iowa Home Economics Assoc.	X	X
Jones	X	X
Lillow	X	
Lewis	X	X
McCalls Sewing Book	X	X
McCalls Step-by-Step Series	X	X
Mauck	X	X
Simplicity Sewing Book	X	X
Sturm and Grieser	X	X
Vogue Sewing Book	X	X
Wilson	X	X
Filmstrips:		
How to Make a Dress with a Quality Look	X	X
Construction Filmstrips	X	
*8 mm Film Loops:		
Pattern Measuring, Laying Out, and Cutting.	X	X
Tailor-tacking, Basting Darts and Seams, Fitting.	X	X
Sewing and Pressing.	X	X
Inserting a Zipper.	X	X
Making a Waistband. I and II	X	X
Attaching a Waistband	X	X
Turning Up a Hem	X	X
Bound Buttonholes, I and II	X	X
Machine-made Buttonhole	X	X

*These materials have been viewed but not actually used in teaching.

RESOURCES (continued)

Resource	Subconcept	
	A	B
*8 mm Film Loops (continued)		
Making a Collar, I and II	X	X
Preparing Facing for a Collar	X	X
Attaching a Collar	X	X
Making a Sleeve	X	X
Setting in a Sleeve	X	X
<u>Overhead Transparencies:</u>		
3M Basic Sewing I and II	X	X
NASCO Understanding Pattern Types	X	X
Measuring for Pattern Selection	X	X
Pattern Study	X	X
Pattern Layout	X	X
Making Fabric Grain Perfect/ Preparation of Fabric for for Sewing	X	X
Methods of Marking Fabric	X	X
Use of Interfacing	X	X
Stitching and Finishing Darts	X	X
Clipping and Notching/Removing Bulk from Seams	X	X
*Wiley & Sons. <u>Clothing Construction</u> <u>a Visual Approach</u> . Vol. I, II, III.	X	X
<u>Programmed Instructions:</u>		
*Sewing Step-by-Step	X	X

UNIT IV - CLOTHING MAINTENANCE

OBJECTIVES: To learn to utilize garments which are non-wearable in their present form.

To develop manipulative skills in specialized mending of clothing.

*These materials have been viewed but not actually used in teaching.

To learn to remove spots and stains which may be encountered in an alteration room.

GENERALIZATIONS: Restyling or remaking garments results in fashionable, wearable clothing.

Skill in specialized mending leads to profit.

Subconcept A. RESTYLE OR REMAKE

Experiences:

- ... Bring used garments to school and discuss the possibility of restyling or remaking. (Clothing may sometimes be obtained from a charitable organization or a community clothing center.)
- ... Students model garments which are too good to discard. Discuss how to make each garment wearable. Decide what changes are needed and practical and make the changes.
- ... Make a child's garment from an adult's garment such as: coat, skirt, blouse, suit, shorts, shirt, dress.
- ... Use men's trousers to make other clothing such as: boy's shorts or slacks, woman's skirt or slacks.
- ... Exhibit or model garments that have been successfully restyled.

Student Generalization:

- ... Fashionable clothing may be made from older garments.

Evaluation:

- ... Students evaluate remodeled or restyled garments. (Sup. Mat.)
- ... Teacher evaluate remodeled or restyled garments.
- ... Student-Teacher Conference on evaluation of the garments.

Subconcept B. SPECIALIZED MENDING

Experiences:

- ... Check personal wardrobe for garments that need repair and bring the garments to class.
- ... Discuss purposes for mending.
- ... Demonstrate iron-on patches. Discuss advisability of machine stitching to reinforce patch.
- ... Demonstrate mending tears and three cornered tears with automatic sewing machine.
- ... Demonstrate how to make patches, such as:
 - overall patch fringed patch
 - hemmed patch chain stitch darn for knits
- ... Develop standards for finished patch or darn.
- ... Compare time, cost and appearance of machine and hand applied patches.
- ... Each student make mending notebook. Include samples of each patch or darn with directions for making it. (Sup. Mat.)
- ... Have students mend the garments they brought to class and/or others for which they will receive pay. Check

the amount of time spent and calculate money earned according to charges in the community.

Student Generalization:

... You can make money if you know how to do specialized mending.

Evaluation:

... Evaluate mending notebooks.

Subconcept C. SPOT AND STAIN REMOVAL

Experiences:

- ... Discuss the type of spots and stains one might encounter in the alteration room.
- ... Decide why a knowledge of the following is necessary before attempting spot removal:
 - fiber content
 - type of stain
 - cleaning agent
 - recommended treatment for particular stain and fabric.
- ... Demonstrate how to remove spots and stains.
- ... Determine advantages of immediate treatment.
- ... Students practice removing spots and stains similar to those which they might encounter in the alteration room.

Student Generalization:

... Spots or stains can be removed more successfully if treated immediately.

Evaluation:

... Evaluate garments from which students have removed spots or stains.

RESOURCES

Resource	Subconcept		
	A	B	C
Beck	X		
Hanson		X	
Johnson	X	X	
Sturm and Grieser		X	X
Better Homes and Gardens Sewing Book	X		
<u>Bulletins:</u>			
Cornell Ext. Serv. No. E-379		X	
Oregon State Circ. No. 603		X	
U.S.D.A. House and Gardens No. 107		X	
U.S.D.A. House and Gardens No. 31			X

UNIT V - TEXTILES

OBJECTIVE: To gain an awareness of textile characteristics and their effect upon selection, care, use, and performance in clothing and household articles.

GENERALIZATIONS: A basic knowledge of textile characteristics enables one to better understand the selection, care, use, and performance of fabrics in clothing and household articles.

Performance and care of fabrics are determined by fiber, finish, and construction of the fabrics.

Sewing techniques will be determined by fiber, finish, and construction of the fiber.

Subconcept A. FIBER CHARACTERISTICS

Experiences:

- ... Bulletin Board "Pick a Leaf from the Fabric Tree."
- ... Study textile legislation.
- ... Study fiber characteristics and care of the natural and man-made fibers.
- ... Display swatches of fabric of each fiber.
- ... Learn to identify several fabrics by their common name.
- ... Play the "Fiber Family Game." (Sup. Mat.)
- ... Field trip to fabric store: identify fabrics by name, learn how to determine fiber content from hang tag or label on bolt of fabric.
- ... Use various tests to determine fiber content of selected fabric samples. (Sup. Mat.)

Student Generalization:

- ... It is hard to determine fiber content without looking at the hang tag or label on garment or fabric.

Evaluation:

- ... Start a notebook of fabric samples of each fiber studied. Identify each fabric by name. Identify fiber content of each sample. (Sup. Mat.)
- ... Open book test.

Subconcept B. FABRIC CONSTRUCTION

Experiences:

- ... Study the characteristics of various types of fabric construction: woven, knitted, bonded or felted.
- ... Study the relationship of fabric construction to fabric performance.

Student Generalization:

- ... The way a fabric is made may affect the sewing technique used.

Evaluation:

- ... Identify fabric construction of samples collected for fabric notebook.
- ... Practical test on fabric construction.

Subconcept C. FABRIC FINISHES

Experiences:

- ... Study the benefits provided by the following finishes:

Bonding	Fade-resistant	Wrinkle-resistant
Permanent Press	Flame-resistant	Lamination
Stretch	Shrink-resistant	Perspiration-resistant
Dyeing	Water-repellant	Spot and stain resistant
Printing		

- ... Identify the finishes by trade names.
- ... Study disadvantages of these finishes to the seamstress.
- ... Experiment with samples to determine desirability and limitations of fabrics and finishes. (Sup. Mat.)

Student Generalization:

- ... Fabric finishes may cause problems in sewing which a seamstress must learn to handle.

Evaluation:

- ... Note fabric finishes on samples collected for fabric notebook.
- ... Paper and pencil test.

OVERALL EVALUATION: Check fabric notebooks after students have completed it by determining fabric care and sewing techniques for each sample based on fiber, fabric construction, and fabric finish.
... Game "If YOU wanted a ..." (Sup. Mat.)

RESOURCES

Resource	Subconcept		
	A	B	C
Amer. H. Ec. Assoc. Textile Handbook	X	X	X
Elett	X	X	X
McCall's Sewing Book	X	X	X
Potter - Corbman	X	X	X
Sturm - Grieser	X	X	X

RESOURCES (continued)

Resource	Subconcept		
	A	B	C
Textile Dictionary			
Dan River Mills	X	X	X
<u>Filmstrips:</u>			
Understanding Today's Textiles	X	X	X
Permanent Press	X	X	X
<u>3M Transparencies:</u>			
Weaves		X	

UNIT VI - SPECIALIZED SEWING

OBJECTIVE: To learn to make household accessories or specialized garments.

GENERALIZATION: Specialized sewing may lead to profit and a variety of jobs.

Subconcept A. DRAPES AND CURTAINS

Experiences:

- ... Field trip to commercial drapery shop to see processes used in mass production of drapes and curtains.
- ... Study methods of determining yardage for drapes or curtains. (Sup. Mat.)
- ... Display step-by-step construction processes for drapes and curtains.
- ... Study the construction processes for drapes. (Sup. Mat.)
- ... Demonstrate the construction processes used in drapery construction.
- ... Make a sample of the construction processes for notebook.
- ... Set up standards of acceptable work for drapery construction.
- ... Make drapes for school, offices, homes.

Student Generalization:

- ... Accuracy of measurement is critical in drapery construction.

Evaluation:

- ... Written report of field trip to drapery shop.
- ... Student and teacher evaluation of drapery sample and work on actual drapes.

Subconcept B. HOUSEHOLD ARTICLES

Experiences:

- ... Look through pattern catalogs and Christmas idea magazines for sewn boutique items.
- ... Bring from home boutique items which could be made in class.
- ... Display pictures, patterns, and examples of sewn boutique items such as:
 - Satin or cotton pillow cases
 - Unique aprons for all family members
 - Laundry bags Children's toys
 - Pajama bags Infant blankets (Sup. Mat.)
 - Shoe bags
 - Place mats Diapers (Sup. Mat.)
 - Tablecloths Infant bath blankets (Sup. Mat.)
- ... Select and make sewn items.
- ... Keep records of cost of materials and time spent in construction of boutique items.
- ... Have boutique sale. Advertise on school bulletin boards, school intercommunication systems, local newspaper or radio.
- ... Determine profit received. Determine individual pay per hour of time spent.

Student Generalization:

- ... Money may be earned by selling well-made unusual boutique items.

Evaluation:

- ... Student and teacher conference to evaluate workmanship on boutique items.

Subconcept C. CHILDREN'S CLOTHING

Experiences:

- ... Make a notebook of design ideas for children's clothes. Use as resource materials current magazines, newspapers, and catalogs.
- ... Study basic styles of children's clothes and how to fit children.
- ... Field trip to children's store to see current fashions for children and to examine commercial construction.
- ... Learn how to adapt and cut patterns for the following from a basic pattern with fitted waist and gathered skirt: (Sup. Mat.)
 - Dropped waist
 - Empire style

Skirt dropping from yoke

A-line

- ... Select or adapt a design for a child's dress from notebook collection. Plan and cut the pattern from a pattern with fitted waist and gathered skirt.
- ... Make and follow a plan of construction for the garment.
- ... Fill out daily goal sheets for construction plan.
(Sup. Mat.)
- ... Exhibit completed garments.
- ... Discuss advantages and disadvantages of designing and sewing children's clothes by this method.
- ... Make children's clothing for charitable institutions or agencies.

Student Generalization:

- ... A variety of styles of dresses can be made by adapting one basic pattern.

Evaluation:

- ... Student evaluate her work. (Sup. Mat.)
- ... Teacher evaluate student work.
- ... Student and teacher conference to discuss student work.

Subconcept C. COSTUMES

Experiences:

- ... Determine need in community for costume construction.
- ... Discuss how regular patterns can be adapted for various costumes.
- ... Discuss standards for costumes and how they may differ from other construction standards.
- ... Construct costumes by request from individuals or school groups for pay.

Student Generalization:

- ... Costumes do not need to be finished as professionally as regular clothes.

OVERALL EVALUATION: Evaluate and compare amount of profits received in relation to amount of time spent in doing clothing alteration, clothing construction, and specialized sewing.

RESOURCES

Resource	Subconcept			
	A	B	C	D
Better Homes and Gardens Sewing Series: How to Sew for Children				X
Lowrie			X	X

RESOURCES (continued)

Resource	Subconcept			
	A	B	C	D
McCalls Pattern Book		X	X	
McCalls Sewing Book	X			
Pepin			X	
Simplicity Pattern Book		X	X	
Tanaus			X	

UNIT VII - HOME DRESSMAKING SHOP

OBJECTIVE: To become aware of practices and procedures involved in earning money at home through dressmaking and alterations for others.

To become familiar with various types of equipment and with essential management practices involved in home dressmaking for others.

GENERALIZATIONS: Wisely selected equipment will give satisfactory service for years.

Profits accrue from the return of well-satisfied customers.

Well-planned use of equipment and space will save time for the home seamstress.

Subconcept A. FACILITIES

Experiences:

- ... Field trip to observe facilities and lighting in a new alteration or dressmaking room.
- ... Demonstrate room arrangements for efficient use of equipment.
- ... Discuss rules for selection of equipment for alteration or dressmaking.
- ... Discuss pointers in selection of the following types of equipment:
display stands, adjustable dress forms, three-way mirror, wall demonstration mirror, raised platform,

tables for cutting, sewing machine, commercial machine.

- ... Discuss importance of reading and following guides in instruction books that accompany equipment.
- ... Demonstrate the following use of the sewing machine:
correct posture for sewing, replacing needle, cleaning and oiling, stitching straight, regulating stitch, adjusting fabric pressure, adjusting tension.
- ... Visit a sewing center to help understand the use of attachments.
- ... Practice to become skilled in use of sewing machine and attachments.
- ... Students working in couples practice cleaning and regulating the machine.
- ... Identify various styles of irons and explain their uses.
- ... Explain importance of having ironing board the correct height.
- ... Prepare display case with pressing equipment.
- ... Demonstrate cleaning, filling, emptying and storing the iron.
- ... Practice using the following pressing equipment:
ironing board, ironing board tray, steam iron, commercial steam iron, point presser, pounding board, pressing ham, sleeve roll, pressing mitt, sleeve board, needle board, hem gauge.
- ... Remove, clean and replace ironing board covers.
- ... Clip pictures of the following pieces of small equipment and discuss characteristics and use of each piece:
eyelet punch, seam gauge, pin cushion, ripper, ruler, pleater, yard stick, skirt or hem marker, T-square, screw driver, metal pliers, tape measure, scissors, shears, thimbles, tracing wheels, chalk, tweezers, sewing box.
- ... Discuss care of small equipment with regard to storing, sharpening, and protection from abuse.
- ... Learn how to make inexpensive equipment. Make some of the following: (Sup. Mat.)

Tailors Ham	Seam Roll
Cutting Board	Individual Waste
Tape for measuring for belts	Basket
Riser for tables	

Student Generalization:

- ... Carefully planned sewing areas save time for the home seamstress.

Evaluation:

- ... Practical test on cleaning, oiling, and regulating a machine.
- ... Have students sketch plan for sewing room showing correct arrangement of space and equipment.

Subconcept B. CUSTOMER RELATIONS

Experiences:

- ... Interview home dressmakers to find out how they obtained customers.
- ... List methods of advertising and discuss advantages and disadvantages of each:
 - Newspaper ads
 - Bulletin board notices in public places
 - Radio announcements
 - Word of mouth from satisfied customers.
- ... Discuss the practicability of personalized labels.
- ... Discuss the following:
 - "The customer is always right."
 - "The customer may not always be right but she is always the customer."
- ... Practice acceptable ways of dealing with customers in person and by telephone.
- ... Review the current fashion trend. List the ways by which a dressmaker could stay informed of fashion trends.

Student Generalization:

- ... Satisfied customers are a seamstress's best advertisement.

Evaluation:

- ... Students in pairs role play different situations between customers and dressmaker. (Sup. Mat.)

Subconcept C. MANAGEMENT

Experiences:

- ... Discuss the advantages of sewing at home.
- ... Discuss the relationship of time and energy to profit in home sewing.
- ... Interview a dressmaker to see how she manages her home-making and sewing for profit.
- ... Do time and motion studies on several different phases of clothing alterations and construction.
- ... Demonstrate assembly line techniques. i.e. Cutting several garments at once.
- ... Time oneself in unit method of construction.
- ... Discuss relationship between speed and standards of work.
- ... Review "Bring to It the Rainbow." Decide how it applies to sewing for others.
- ... Determine factors which enter into pricing of work.
- ... Discuss customer records which should be kept.

Student Generalization:

- ... A saving of time and energy results in greater profit.

Evaluation:

- ... Make a work plan for sewing at home showing how time for sewing could dovetail with homemaking activities.

RESOURCES

Resource	Subconcept		
	A	B	C
<u>Bane</u>	X		
<u>Better Homes and Gardens Sewing Book</u>	X		
<u>Bishop and Arch</u>	X		
<u>Fitzsimmons and White</u>	X		X
<u>Lowrie</u>		X	X
<u>McCalls Sewing Book</u>	X		
<u>Sturm and Grieser</u>	X		X
<u>Wilson</u>	X		
<u>Magazine articles:</u>			
"Bring to It the Rainbow"			X
"Sewing Studio"	X		
<u>Bulletins:</u>			
Pressing Equipment Bul. No. 739	X		
<u>Films and Filmstrips:</u>			
Sewing Equipment	X		
Tools for Sewing	X		
<u>Overhead Transparencies:</u>			
3 M Basic Sewing I	X		
NASCO Equipment for Sewing	X		
Pressing Techniques	X		

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- McCall's Step-by-Step Sewing Series. How to Face a Neckline. New York: McCall's Corporation, 1967.
- McCall's Step-by-Step Sewing Series. How to Make Sleeves. New York: McCall's Corporation, 1967.
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Clothing Repairs. Home and Garden Bulletin 107.*

Check Your Home Storage Areas. No. 5 Sewing Tips. Oklahoma State University.

Curtains and Draperies. Circular E-788, Oklahoma State University Extension Service.

How to Get and Hold the Right Job. U. S. Department of Labor.*

The Family Mending. Circular E-379, Oklahoma State University.

Fitting Garments. Circular E-416, Oklahoma State University.

Patching and Mending Wool Garments. Circular 603, Oregon State University, Corvallis, Oregon.

Pattern Alteration. Circular E-327, Oklahoma State University.

Pressing Equipment. Bulletin 739, New York State College of Home Economics, Ithaca.

* Order from Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

Pressing Made Easy. Extension Service, Kansas State University.

Spot and Stain Removal. House and Gardens Bulletin No. 31.*

Films and Filmstrips

E. J. DuPont De Nemours and Co., Inc., Wilmington, Delaware, 19696.
Permanent Press.

J. C. Penney Inc., Educational Relations, 1310 Avenue of the Americas,
New York, New York.

Fashion Sewing the Bishop Way
Basic Learning
Cutting to Fit and Fitting
How to Make a Dress with a Quality Look

Understanding Today's Textiles

McGraw-Hill Book Co., 330 West 42 Street, New York, New York.
Sewing Equipment.

NASCO Home Economics Supplies, Fort Atkinson, Wisconsin, Tools for Sewing.

Young America Films, 18 East 41 Street, New York, New York.
Characteristics and Handling Materials
Fitting Patterns
Making Buttonholes
Pattern Interpretation
Seams and Seam Finishes

Encyclopedia Britannica Educational Corporation, 425 North Michigan Ave., Chicago, Ill., 60611.

8mm Film Loops:

Pattern Measuring, Laying Out, and Cutting
Tailor-tacking, basting darts and seams, fitting
Sewing and Pressing
Inserting a Zipper
Making a Waistband. I and II
Attaching a Waistband
Turning Up a Hem
Bound Buttonhole, I and II
Machine-Made Buttonhole
Making a Collar, I and II
Preparing Facing for a Collar

* Order from Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

Attaching a Collar
Making a Sleeve
Setting in a Sleeve

Overhead Transparencies

3 M Visual Products Division, Box 3100, St. Paul, Minnesota, 55101.
Basic Sewing Part I and II
Weaves

NASCO Home Economics Supplies, Fort Atkinson, Wisconsin, 53538.
Clipping and Notching/Removing Bulk from Seams
Equipment for Sewing
Figure and Fit
Making Fabric Grain Perfect/Preparation for Sewing
Measuring for Pattern Selection
Methods of Marking Fabric
Pattern Lay Out
Pattern Study
Pressing Techniques
Stitching and Finishing Darts
Understanding Pattern Types
Use of Interfacing

Golding, Martha and Judy Stam. Clothing Construction: A Visual Approach. Vol. I, II, III. John Wiley and Sons, Inc., New York, 1967.

Programmed Instruction

Johnson, Clawson, Shaffner. Sewing Step-by-Step. Ginn and Company, Boston, Mass., 1967.

Clothing Pre-Test

"Estimating the Clothing Construction Ability of 8th, 9th, 10th and 11/12th Grades." University Book Store, Iowa State University, Ames, Iowa.

COMPANIES FROM WHICH USEFUL RESOURCE MATERIAL MAY BE ORDERED

American Bernberg, 261 Fifth Avenue, New York, New York, 10000.

American Textile Manufacturers Institute, 1501 Johnson Building, Charlotte, North Carolina, 28200.

American Thread Company, 260 West Broadway, New York, New York, 10000.

American Viscose Corporation, 1617 Pennsylvania Boulevard, Philadelphia, Pennsylvania, 19100.

American Wool Council, 908 17 Street, Denver, Colorado, 80200.

AVON Products, Inc., 30 Rockefeller Plaza, New York, New York, 10020.

Butterick Pattern Company, 161 Sixth Avenue, New York, New York, 10000.

Celanese Corporation, 522 Fifth Avenue, New York, New York, 10000.

Chemstrand Company, 350 Fifth Avenue, New York, New York, 10000.

Coats and Clark, Inc., 430 Park Avenue, New York, New York, 10000.

Dan River Mills, Inc., 111 West 40th Street, New York, New York, 10018.

Deering Milliken, Inc., 1045 Sixth Avenue, New York, New York, 10000.

Dritz and Sons, Inc., 1125 Broadway, New York, New York, 10000.

Eastman Chemical Products, Inc., 260 Madison Avenue, New York, New York, 10000.

E. I. DuPont Nemours Co., Wilmington, Delaware, 19696.

Enka Corporation, 350 Fifth Avenue, New York, New York, 10000.

International Silk Association, 185 Madison Avenue, New York, New York, 10000.

Lily Mills, Inc., Shelby, North Carolina, 28150.

Linen Trade Association, 45 East 17th Street, New York, New York, 10000.

Man-Made Fibers, Inc., 350 Fifth Avenue, New York, New York, 10000.

National Cotton Council, Memphis, Tennessee, 38100.

Pendleton Woolen Mills, Portland, Oregon, 97200.

Rackland Mills Inc., Brooklandville, Maryland, 21022.

Sears, Roebuck and Co., Chicago, Illinois, 60600.

Stanley Drapery Hardware, Stanley-Judd Division, Wallingford, Connecticut, 06492.

Vogue Pattern Service, 8 West 40 Street, New York, New York, 10000.

SUPPLEMENTARY MATERIALS

SUPPLEMENTARY MATERIALS

UNIT I - INTRODUCTION TO CLOTHING SERVICES

Bulletin Board: "Workers and Their Jobs"

Group Work: Divide students into two groups. Each group compiles list. Mount each list on construction paper and post on bulletin board.

WHY WORKERS KEEP JOBS

1.
2.
(add as needed)

WHY WORKERS LOSE JOBS

1.
2.
(add as needed)

CASE STUDIES:

The teacher may develop case studies similar to these:

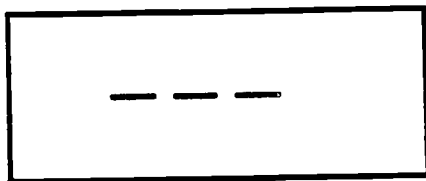
1. Louise had been eager to earn some extra money and was delighted to find a job as helper in the alteration department of a department store. Her supervisor, Mrs. Lewis, was very particular about the way employees looked, and the quality of work they did. Every day Mrs. Lewis inspected Louise and her work. Sometimes she said, "Next time do it this way," and showed her how. Louise became unhappy, but she stayed on the job. She started to talk about Mrs. Lewis, called her many unpleasant names. She told her friends what a slave driver Mrs. Lewis was.
2. Susan went to work as alteration helper at "Garfinckles." She was paid by the hour. The first day she worked steadily, but got too tired. The next day she took it easier, took many trips to the water fountain, found occasion to visit the rest room and stop on the way to chat with one or another of the workers. At the end of the week Susan was paid, but told her services were no longer needed.
3. Janine was hired in "Needles & Pins" sewing shop. Mrs. Lane, owner and manager, explained that since her employees were before the public at all times she expected them to wear conservative

clothes and be immaculately groomed at all times. Janine was careful to keep her dark dresses clean. She consistently rolled her hair, bathed and used deodorant.

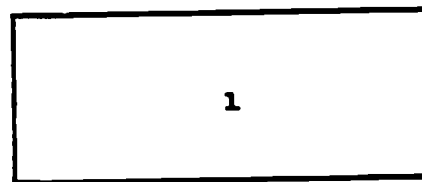
4. Pamela was hired as a helper during the rush season at the newest and nicest cleaners in town. Pamela had a pleasant personality, was nicely groomed, had had some experience in sewing, and worked hard at her job. She worked on ladies clothes the first week, putting in hems in skirts and changing the side seams. The next week Mrs. Gray, her boss, had many pairs of men's pants to cuff. She gave a pair to Pamela. Pamela had never done this, but she didn't tell Mrs. Gray. She just took the pants and cuffed them the way she thought it should be done. The pants were returned because they were an inch too short, and the cleaners had to stand the loss.
5. Mona accepted a job as a helper in the alteration department at Brown's. She was assigned a machine next to an older woman. As she started to work, the woman made suggestions as to how she might more easily do a job. Mona felt that the woman was finding fault with her, and by the end of the day was almost in tears. She told her supervisor that she would not work in that place with that critical old woman.
6. Alice was trying to build up a home sewing service. She was asked to make a pale pink party dress for Mrs. Leonard's granddaughter. She sewed carefully, and pressed carefully, but when the dress was finished there were spots on the skirt, and on the sleeves where they were hemmed. Mrs. Leonard paid her, took the dress to the cleaners -- told her friends about her experience.
7. Karen made a brownie dress (uniform) for chubby little Ann who couldn't find one to fit at the girl scout store. Ann's mother was delighted. She told all her friends about her experience with Karen.

CAN YOU FOLLOW DIRECTIONS?

Follow exactly the directions as the teacher gives them to you.
(Teacher read directions)



(In the first square write sew.)



(In the second square put a dot on the i.)

TA	SA
TT	BW

(Find a series of letters which stand for tension adjustor, thread take up, stitch adjustor and bobbin winder. Circle the series standing for the first ones you would use in preparing machine to stitch.

(the word cut)

(In the fourth square write the word cut.)

What is LOYALTY?

"IF YOU WORK FOR A MAN, in Heaven's name, WORK for him. If he pays you wages which supply you bread and butter, work for him, speak well of him; stand by him and stand by the institution he represents. If put to a pinch, an ounce of loyalty is worth a pound of cleverness. If you must vilify, condemn and eternally disparage--resign your position and when you are outside, damn to your heart's content, but as long as you are part of the institution do not condemn it. If you do that, you are loosening the tendrils that are holding you to the institution and at the first high wind that comes along you will be uprooted and blown away, and probably will never know the reason why."

WORK RELATIONSHIPS - Role Play-Work Relationships

Read over the case study assigned to you and your partner. Be ready to assume the role of one of the persons involved in the work situation. Conduct a conversation that continues the situation suggested in the case study.

1. June Jarvis works in Steve Stone's Drapery shop. She has arrived 15 to 30 minutes late for five days in a row. Mr. Stone discusses the situation with June. He says, "June, you've been late every day, ----- June says, "-----"
2. Mrs. Berry has decided she must speak to Janet Johnson who works in her sewing shop. Mr. Brown returned all 6 pairs of his pants that Janet made smaller through the waist, saying that they had been incorrectly altered, that they were too tight. Mrs. Berry says, "Janet, we have a problem on our hands ----- Janet says -----"
3. Lynette and Ann have sewing machines side by side in Brown's alteration department. Lynette has talked steadily all this day about how her back aches, the fact that she had no sleep last

night because her husband Harry snores, about her son's failing grades, and so on. Ann has been working hard to finish a promised alteration, and the constant stream of complaints and interruptions are finally all she can bear. She says, "Oh shut up!" Lynette rushed to Mrs. Green their supervisor. Now Mrs. Green has called them both to her office, and says, "Now, let's see if we can get to the bottom of this problem -----

Lynette says -----

Anne says -----

4. Clara is waiting on a customer in the alteration department of Korrick's Department Store. The customer is trying on a dress Clara has shortened. She says, "This is the worst piece of work I've ever seen. I'm not going to pay for it!"
Clara says -----
5. Inez has worked for Wilson Cleaners as alteration specialist for three weeks. The last few days have been very slow. She decides to take a day off -- they obviously don't need her. Since they don't need her, she doesn't bother to call announcing her decision. When she returns to work the day following, Mr. Wilson says, "Where have you been? ----- "
Inez says -----
6. The pay in Nanette's dress shop is excellent; however, the owner has a fiery temper. Alice came in late this cold morning because her car wouldn't start. Nanette says, "I am not going to have anyone work for me who doesn't think enough of her job to get here on time! What makes you think you have my permission to come to work any time you choose?" Alice says -----

Name _____

Date _____

MY JOB-SUCCESS TRAITS

TRAITS	How I rate		
	GOOD	AVERAGE	POOR
1. Dependability.			
2. Neatness in dress.			
3. Accuracy in work.			
4. Good health.			
5. Patience.			
6. Stick-to-it-iveness.			
7. Ambition.			
8. Self-control.			
9. Desire to learn.			
10. Promptness.			
11. Ability to get along well with others.			
12. Ability to follow directions.			
13. Ability to accept supervision.			
14. Ability to work as well without supervision as with it.			
15. Personal cleanliness.			
16. Willingness to work.			
17. Ability to accept criticism.			
18. Initiative.			

Name _____

Date _____

GENERAL DIRECTIONS FOR SEWING TEST

This test will help to determine your general sewing ability. You are to work alone. If you do not understand the instructions, raise your hand and the teacher will come to you. Do the best you can on each problem. When you have finished, or when the time is up, place all the parts of your test, and any scraps you may have left over, into the envelope provided for you. Be sure your name is on the envelope. Complete as many problems as you can during the time allowed for the test. Be sure to press whenever necessary and upon completion of each problem.

No talking, please, during the test period. Be sure to read the complete set of instructions for each problem before you begin the problem.

SUPPLIES AND EQUIPMENT NEEDED

Student

Scissors

Pins and pin cushion

Needle and thread

Thimble

$\frac{3}{4}$ " button

7" skirt or neckline zipper

1/3 yd. solid color cotton fabric

School

Sewing machine

Buttonhole attachment

Iron

Ironing board

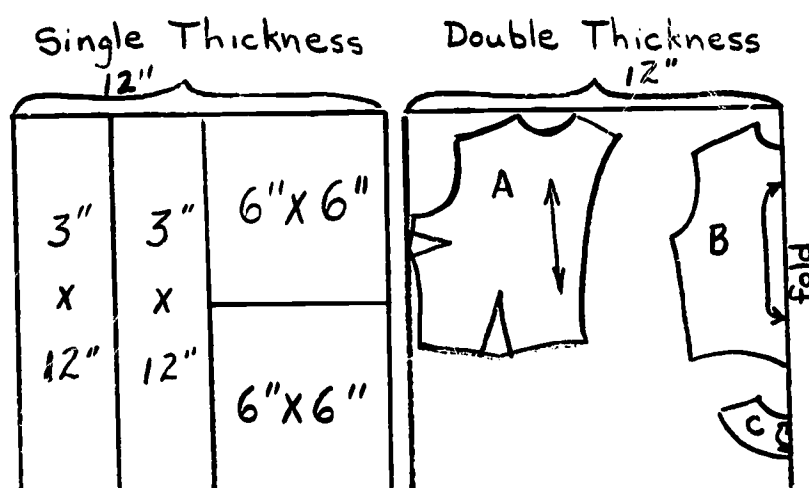
Yardstick

Pinking shears

Tracing wheel & carbon

PATTERN PLACEMENT, CUTTING AND MARKING

Your piece of fabric should measure 12" x 36" when you begin. Fold it as is shown in the diagram, so that there is a 12" x 12" square of single thickness, and a 12" x 12" square of double thickness. Do not cut. Lay out the three pattern pieces on the double thickness section according to the diagram below. Use a pencil to indicate where the rectangles will be cut. At this point ask the teacher to check your pattern layout. She will tell you when you are ready to cut out the pieces.



After the pieces are cut, select the color of tracing paper best suited to your fabric and mark the darts with a tracing wheel. Mark the center front line and the buttonhole markings with basting threads.

BUTTON AND BUTTONHOLE

Use two bodice fronts. The upper and lower buttonholes are marked. On the right front, mark placement for a center buttonhole. Using the machine, make the center buttonhole. On the left front, sew on a button to fit into the center buttonhole.

ZIPPER APPLICATION

Use the two 3" x 12" pieces of fabric. Join the pieces with a plain seam, lengthwise of the fabric, for the lower $4\frac{1}{2}$ ". Insert the zipper in the upper $7\frac{1}{2}$ " by any method that you know. Seam allowance for this problem is $\frac{5}{8}$ ". Use an appropriate seam finish on the lower part of the seam.

CUTTING AND JOINING A BIAS

Use one of the 6" squares. Cut two bias strips one inch wide from the fabric. Join the two with machine stitching to form a strip 10" - 12" long. Do not trim off the points.

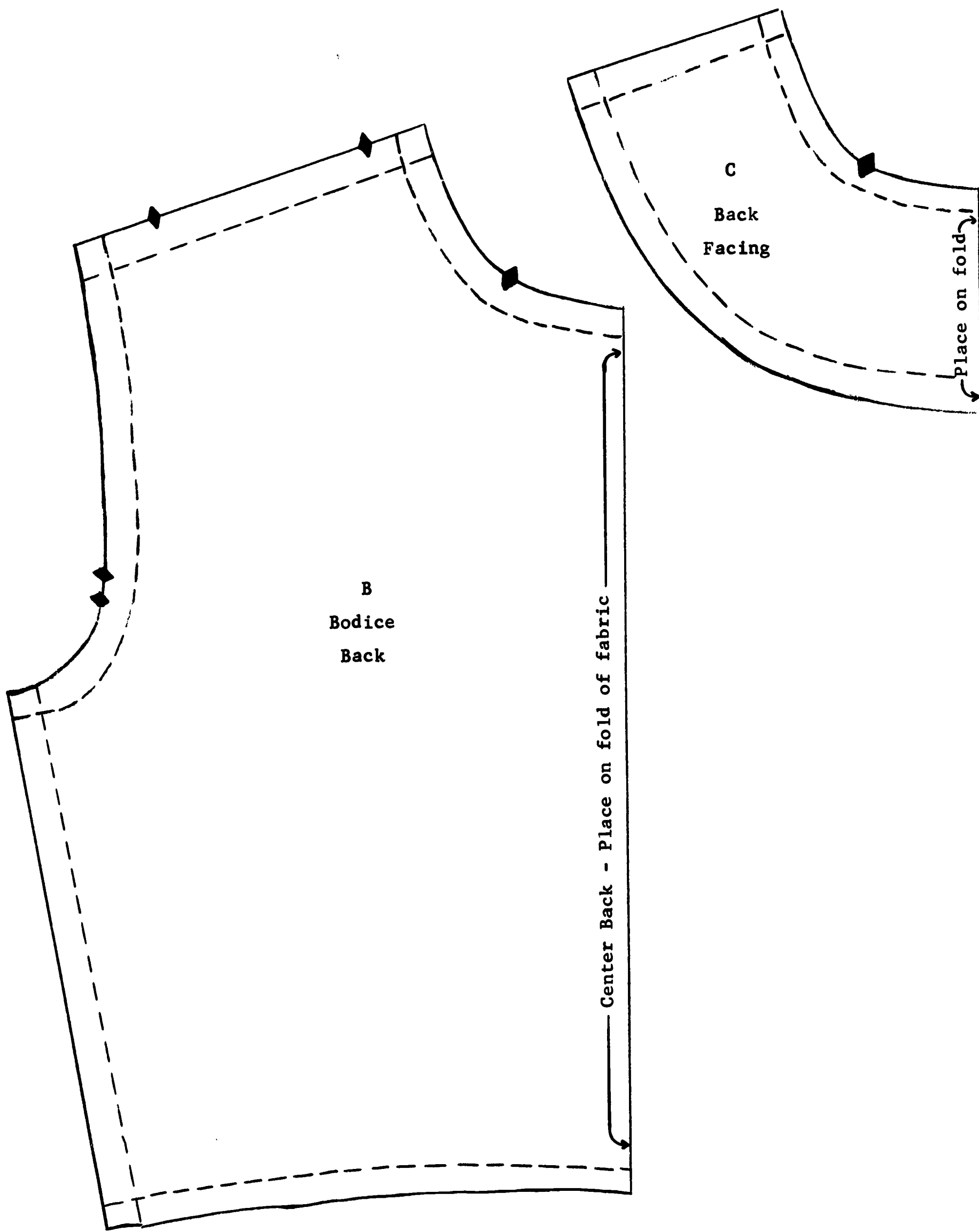
HEMMING AND GATHERING

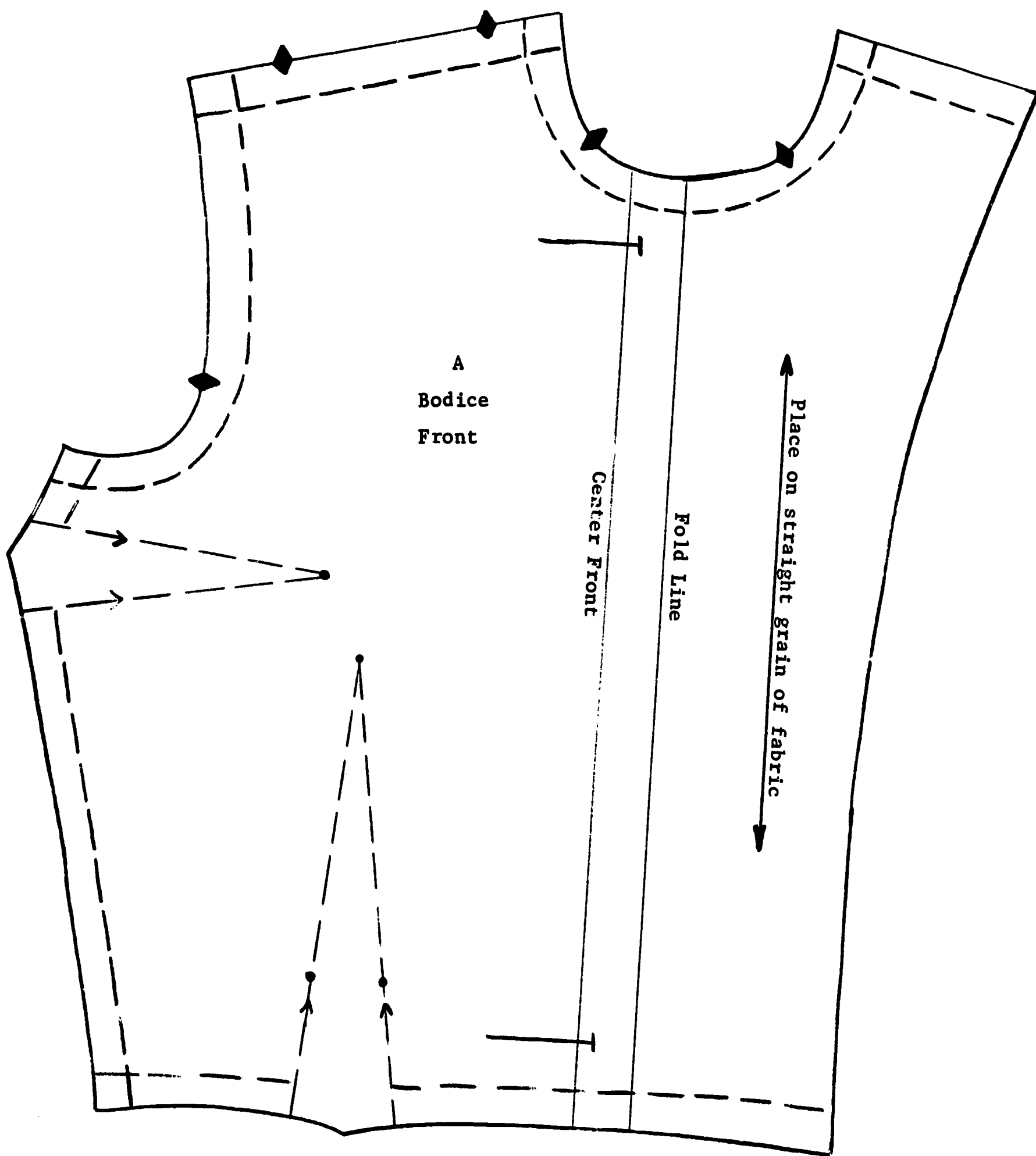
Use the other 6" square. Put two rows of machine gathering stitches across one side of the square. The seam allowance is $\frac{5}{8}$ ", and the lower row of stitching should be on the seam line. Do not pull up the gathers.

Make a hem on the opposite side of the square as you would on a cotton gathered skirt without hem tape. Turn up $\frac{1}{4}$ " and machine stitch. Use slip stitch or blind hemming to make a 1" hem.

ATTACHING A FACING

Use bodice back and facing. Clean finish outer edge of facing. Join facing to back edge using a $\frac{1}{2}$ " seam allowance. Trim, clip, and understitch. Turn to inside and press.





Name _____

Score _____

SCORE SHEET FOR SEWING TEST

Score

Pattern Placement, Cutting, and Marking

- _____ Fabric folded properly and evenly
- _____ Pattern layout followed exactly
- _____ Pins correctly placed
- _____ Pieces cut with long, even strokes on cutting line
- _____ Center front and buttonholes marked correctly
- _____ Darts marked in correct position
- _____ Appropriate color of tracing carbon used
- _____ Markings on wrong side of both bodice front sections

Button and Buttonhole

- _____ Space between buttonholes equal
- _____ Buttonhole correct length for button
- _____ Buttonhole located properly in regard to center front
- _____ Buttonhole straight in relation to grain line of fabric
- _____ Buttonhole stitching even and smooth
- _____ Loose threads trimmed neatly
- _____ Button in correct position
- _____ Button sewed on properly

Zipper Application

- _____ Seam below zipper $5/8$ " wide and pressed open
- _____ Seam finished appropriately
- _____ Stitching on zipper straight
- _____ Teeth completely covered, with $1/8$ " or less overlap
- _____ Tape does not show from right side

Cutting and Joining a Bias

- _____ Length of strip 10" - 12"
- _____ Width of strip accurate
- _____ Strip cut on true bias
- _____ Segments joined correctly
- _____ Edges cut with long, even strokes
- _____ Seam pressed open so that strip lies flat
- _____ Threads fastened securely
- _____ Seam comes out even where joined

Hemming and Gathering

- _____ Hem 1" wide and even all the way across
- _____ $\frac{1}{4}$ " turned under and stitched correctly
- _____ Hem put in with single thread
- _____ Correct stitch used
- _____ Stitches neat, even, and approximately $\frac{1}{2}$ " apart
- _____ Hemming stitches barely visible from right side
- _____ Rows of gathering stitches straight
- _____ 6 - 8 stitches per inch used
- _____ Lower row $5/8$ " from edge

_____ Upper row 3/8" from edge

Attaching a Facing

- _____ Facing in correct position
- _____ Enclosed seam trimmed to $\frac{1}{4}$ "
- _____ Seam clipped properly
- _____ Understitching in correct position
- _____ Understitching evenly done
- _____ Facing pressed so that it lies flat
- _____ Clean finished correctly

_____ TOTAL (Total possible, 92.)

Classification

- 83 - 92 **Première - expert seamstress**
- 74 - 82 **First hand - seamstress**
- 64 - 73 **Second hand - advanced helper**
- 55 - 63 **Midinette - helper**
- 0 - 54 **Novice - beginner**

UNIT II - GARMENT AND PATTERN ALTERATION

Instructions for Alterations for Men's Pants

The devices for teaching alterations of men's pants are for use of students after teacher demonstration. These devices have been perfected as nearly as possible with three groups of students. This does not imply that these instructions will always be clear and understandable to all students. The teacher must be thoroughly acquainted with the devices and with the actual alterations involved in order to answer questions and guide students.

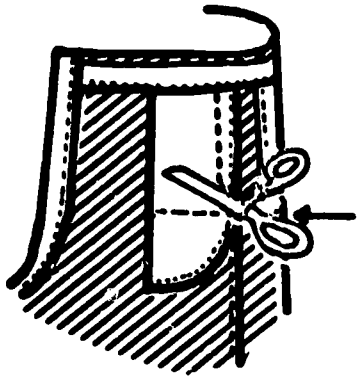
A field trip to a tailoring and alteration department of a men's clothing store makes a very good introduction to the unit. Ask the tailor to demonstrate alteration methods, to emphasize accuracy, and to stress the importance of doing acceptable work.

POCKET TIP OR HALF POCKET FOR MEN'S PANTS

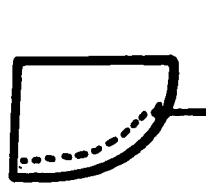
OFTEN PANTS POCKETS WEAR ONLY AT THE BOTTOM WHERE THE FABRIC HAS BEEN WORN BY COINS OR KEYS. REPLACEMENT OF ONLY THIS WORN PORTION IS THEN NECESSARY. READ THE INSTRUCTIONS AND STUDY THE DRAWINGS. BE SURE YOU UNDERSTAND EACH STEP BEFORE YOU ATTEMPT IT.

STANDARDS

1. FABRIC USED FOR POCKET TIP IS OF SAME WEIGHT AS IN ORIGINAL POCKET.
2. STITCHING IS STRAIGHT IN DIRECTION, AND EVENLY SPACED FROM EDGE.
3. MATCHING THREAD IS USED.



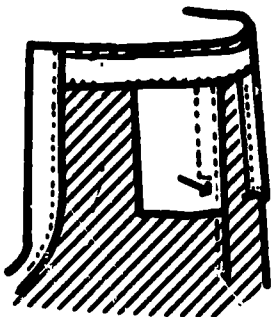
1.
CUT OFF TORN PORTION OF POCKET. THIS WILL BE BELOW POCKET INSET AND BELOW WHERE THE POCKET IS STITCHED ONTO PANTS SIDE SEAM.



2.
RIP OUT SEAM ON POCKET TIP. USE POCKET TIP AS PATTERN FOR CUTTING NEW POCKET TIP.

3.

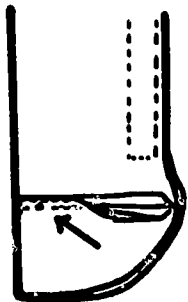
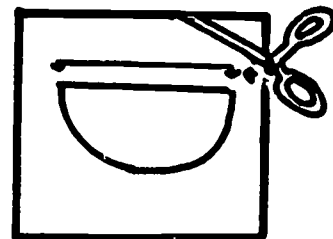
- RIP OUT 1 TO 1 1/2 INCHES ON SEAM OF POCKET HALF LEFT IN PANTS.



4.

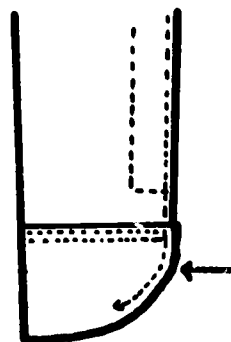
- CUT NEW POCKET TIP USING OLD POCKET TIP AS PATTERN.

NOTE: ALLOW AT LEAST 1 1/2 INCHES ACROSS TOP FOR SEAM.



5.

- RESTITCH POCKET TIP TO POCKET USING A FLAT FELL SEAM.-



6.

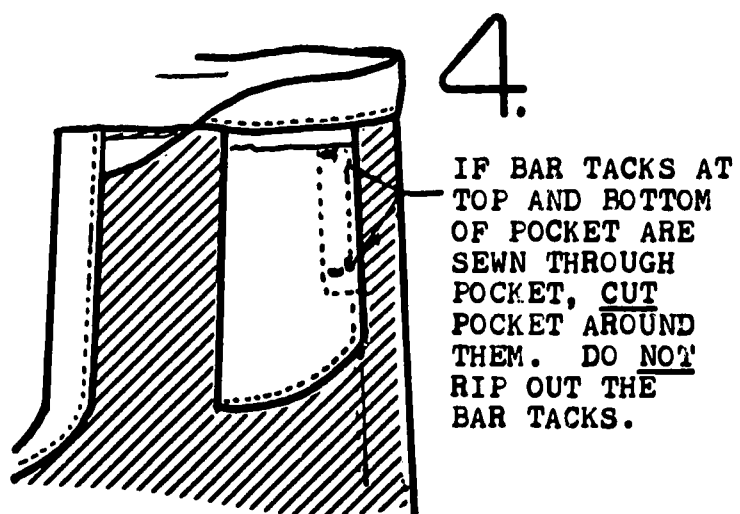
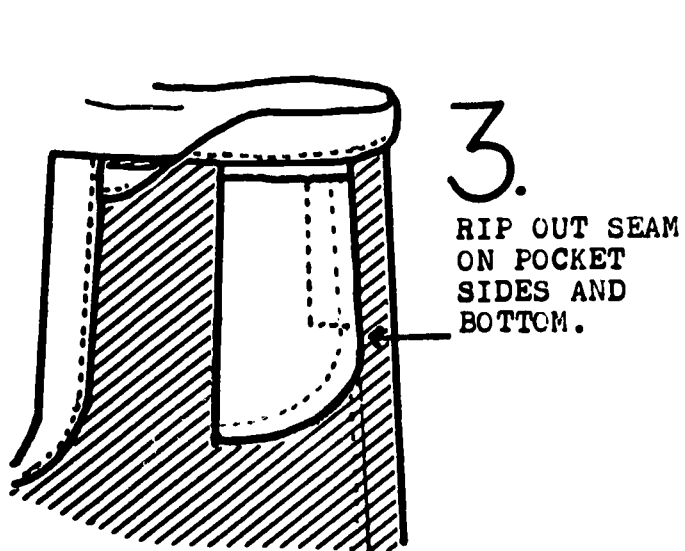
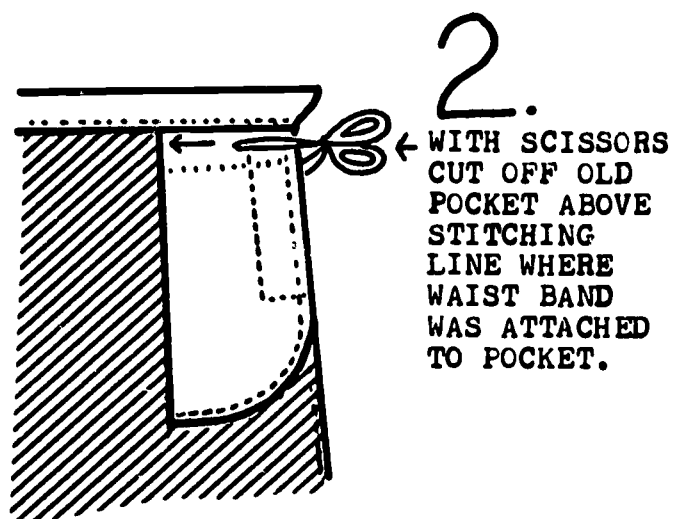
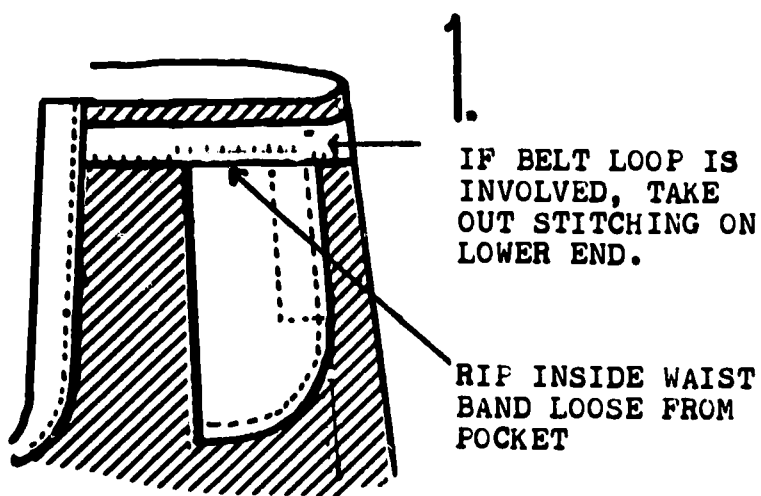
- MAKE FRENCH SEAM AROUND CURVED EDGE OF POCKET TIP.

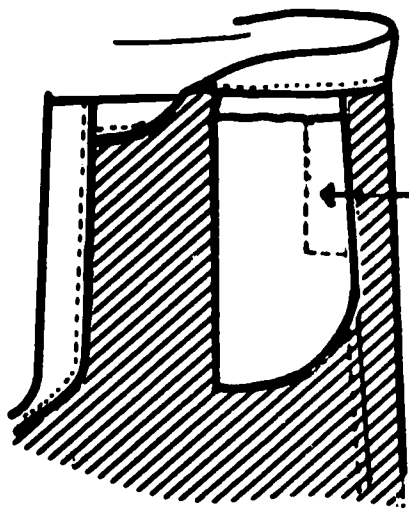
FULL POCKET REPLACEMENT IN MEN'S PANTS

CAREFULLY EXAMINE THE PANTS POCKET YOU ARE TO REPLACE. STUDY THE DRAWINGS AND DIRECTIONS. IF NECESSARY, ADAPT DIRECTIONS TO THE POCKET YOU ARE REPLACING.

STANDARDS

1. MATCHING THREAD USED ON PANTS FABRIC AND ON POCKET.
2. POCKET LIES FLAT. THERE IS NO EVIDENCE OF REPLACEMENT ON RIGHT SIDE OF PANTS.
3. ALL STITCHING IS STRAIGHT IN DIRECTION, AND EVENLY SPACED FROM EDGES.
4. FABRIC CHOSEN FOR NEW POCKET IS SAME WEIGHT AS THAT IN OLD POCKET.

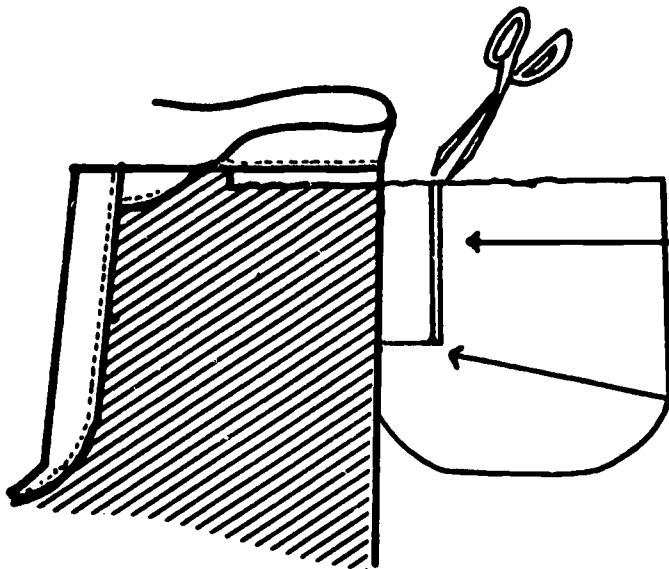
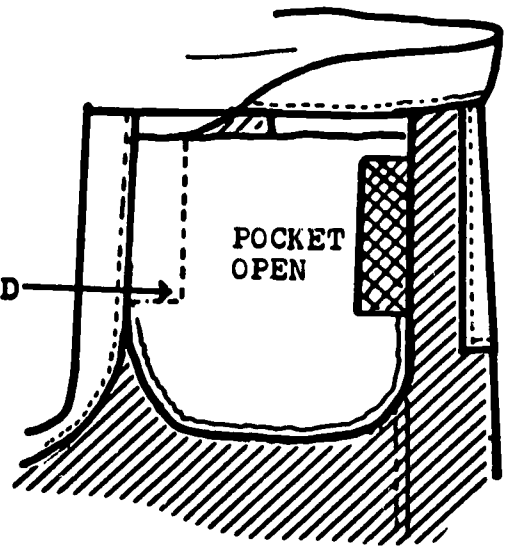




5.

RIP OUT STITCHING
ATTACHING POCKET
INSET TO POCKET
ON TOP SIDE OF
POCKET.

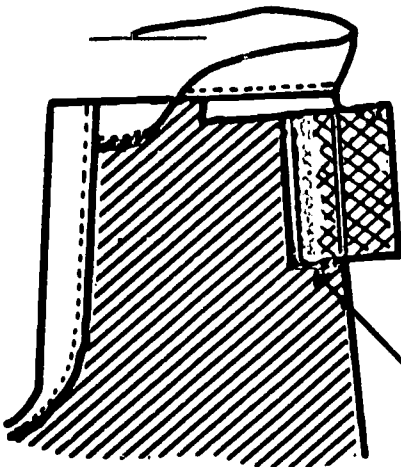
STITCHING REMOVED



6.

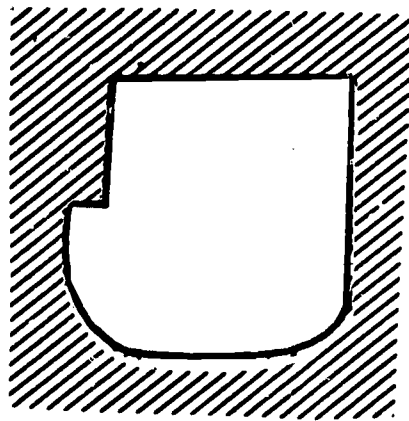
CUT THE POCKET OUT OF PANTS
ALLOWING 1/2 INCH SEAM ALLOWANCE
BEYOND EDGE OF POCKET INSET ON
THE SIDE.

CUT FLUSH WITH BOTTOM
OF INSET AT LOWER EDGE.



7.

RIP OUT
STITCHING
ATTACHING
POCKET INSET
TO POCKET ON
UNDERSIDE OF
POCKET (THE
SIDE OF POCKET
LYING NEXT TO
PANTS FRONT).

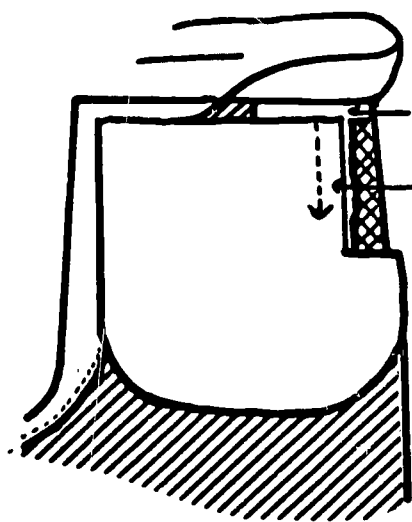
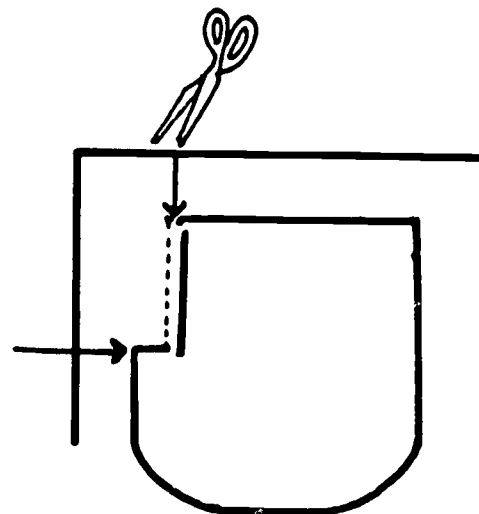


8.

WHEN USING STANDARD
POCKETING FABRIC, LAY
OLD POCKET ON FABRIC
SO THAT SATIN SIDE OF
FABRIC WILL BE INSIDE
OF NEW POCKET--THE
OUTSIDE OF POCKET (OR
PLAIN WEAVE SIDE) NEXT
TO THE SATIN WEAVE OF
NEW FABRIC.

9.

CUT NEW POCKET ALLOWING 1/2 INCH SEAM ON POCKET INSET SIDE WHERE 1/2 INCH SEAM WAS TAKEN OFF OLD POCKET.



OLD POCKET

10.

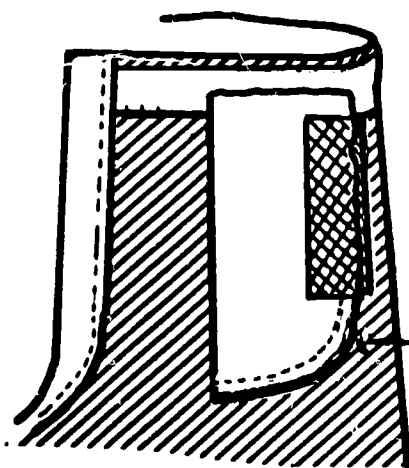
STITCH SIDE OF NEW POCKET TO WHICH 1/2 INCH SEAM WAS ADDED TO PIECE OF OLD POCKET REMAINING UNDER INSET LYING NEXT TO PANTS FRONT.

TAKE 1/2 INCH SEAM.

NOTE: SEAM WILL BE INSIDE THE POCKET WHEN FINISHED, AND SHOULD FLIP BACK UNDER POCKET INSET.

MAKE SURE NEW POCKET MEETS CUT-OFF SECTION OF OLD POCKET UNDER WAIST BAND.

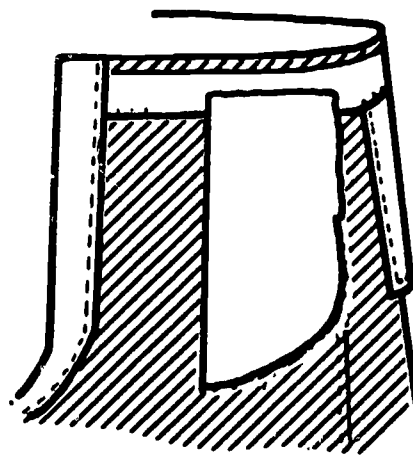
NO SEAM IS REQUIRED AT LOWER END OF INSET.



11.

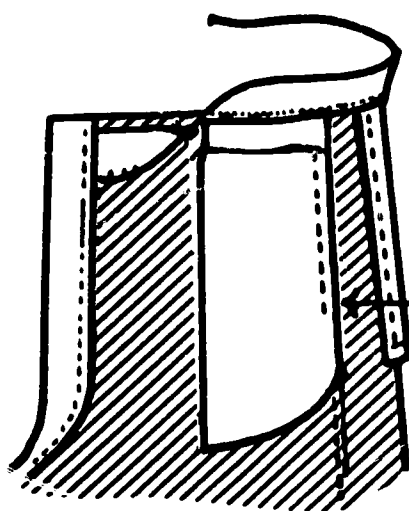
PLACE PLAIN WEAVE SIDES OF POCKET TOGETHER.

STITCH AROUND CURVED END OF POCKET MAKING A 1/4 INCH SEAM.



12.

TURN POCKET SO THAT RAW EDGES ON CURVED POCKET END ARE INSIDE THE POCKET.

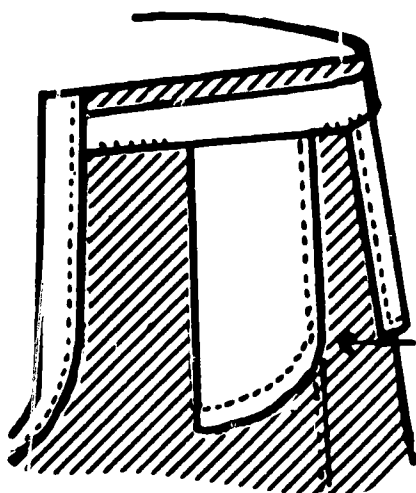


13.

FOLD UNDER RAW LENGTHWISE EDGE OF POCKET.

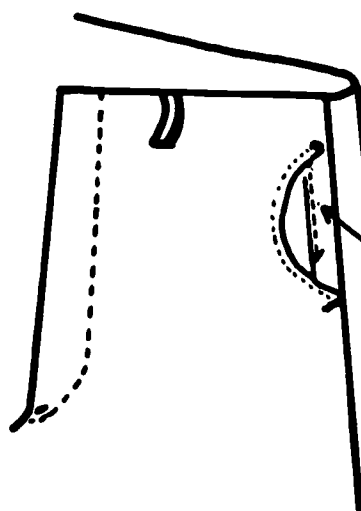
MAKE SURE POCKET LIES FLAT!

MACHINE STITCH THIS EDGE OF POCKET TO POCKET INSET AND SEAM ALONG THE ORIGINAL SEAM LINE.



14.

STITCH AROUND LOWER HALF OF POCKET, FORMING A FRENCH SEAM



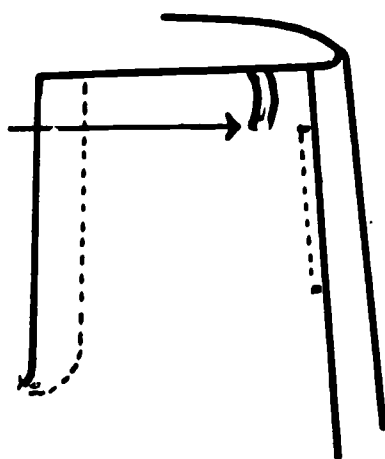
15.

TURN PANTS TO RIGHT SIDE.

WORKING INSIDE THE POCKET, TOP STITCH BOTH POCKET INSETS TO POCKET, BEING CAREFUL NOT TO CATCH PANTS FRONT IN THE STITCHING.

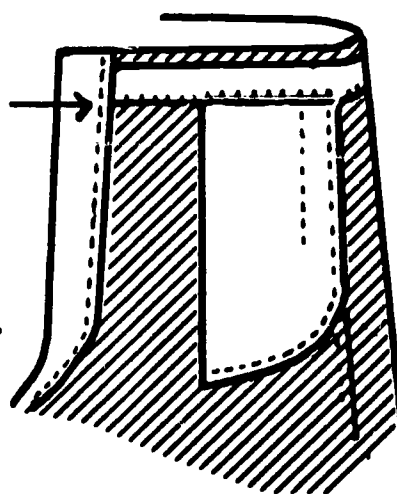
16.

RESTITCH BELT CARRIER IF LOWER STITCHING WAS REMOVED.



17.

RESTITCH WAIST BAND IN SAME WAY IT WAS ORIGINALLY ATTACHED (EITHER BY HAND STITCHES OR BY MACHINE).



18.

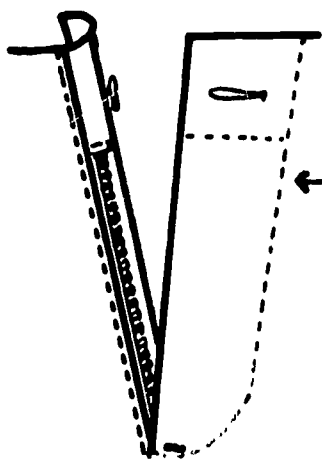
PRESS POCKET AND PANTS.

REPLACING THE ZIPPER IN MEN'S PANTS

READ THESE DIRECTIONS ALL THE WAY THROUGH. EXAMINE THE PANTS TO SEE HOW THE ZIPPER IS PUT IN. ADAPT THESE DIRECTIONS TO USE OLD FOLDS AND STITCHING LINES IN THE PANTS SO THAT ZIPPER WILL BE REPLACED EXACTLY.

STANDARDS

1. THERE IS NO OBVIOUS INDICATION THAT THE ZIPPER HAS BEEN REMOVED AND ANOTHER PUT IN.
2. ALL THREAD FROM RIPPED OUT STITCHES HAS BEEN REMOVED.
3. MATCHING THREAD IS USED.
4. ZIPPER CLOSES AND OPENS EASILY.



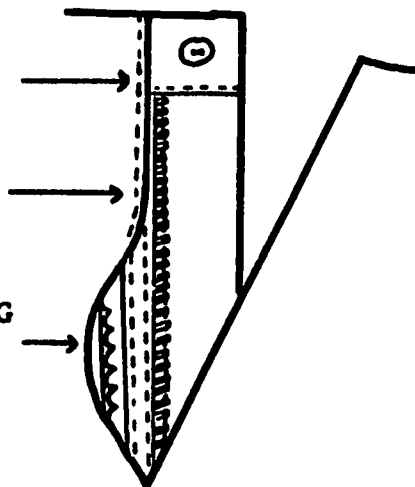
1. TAKE OUT STITCHING ATTACHING FACING ON LEFT SIDE (LEFT SIDE OF PANTS WHEN WORN).

2.

ON RIGHT SIDE (RIGHT SIDE OF PANTS WHEN WORN) TAKE OUT STITCHING JUST ACROSS ZIPPER AT WAIST BAND.

TAKE OUT STITCHING ATTACHING PANTS FRONT TO FLY.

REMOVE THE TWO ROWS OF STITCHING ATTACHING ZIPPER TO FLY.

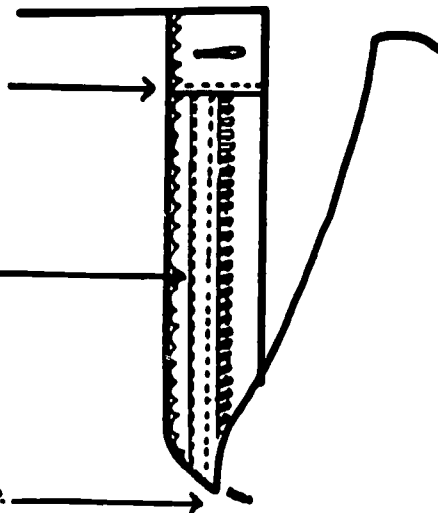


3.

ON LEFT SIDE TAKE OUT STITCHING JUST ACROSS ZIPPER AT THE WAIST BAND.

REMOVE THE TWO ROWS OF STITCHING ATTACHING ZIPPER TO FACING.

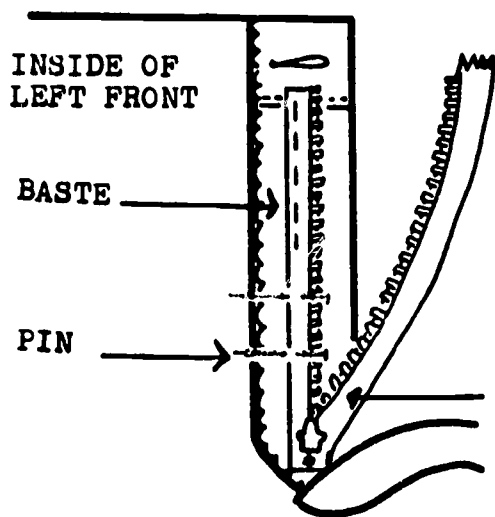
REMOVE THE BAR TACK AT LOWER END OF ZIPPER OPENING.



4.

OPEN OUT FACING ON LEFT FRONT. OPEN NEW ZIPPER. LAY END OF TAPE AT BOTTOM OF THE OPENING WITH RIGHT SIDE OF ZIPPER AGAINST THE FACING. USE MARKS OF RIPPED OUT STITCHES AS GUIDE IN PLACING ZIPPER EXACTLY AS IT WAS BEFORE.

ZIPPER MAY NEED TO BE CUT OFF 1/4 INCH ABOVE WAIST BAND SEAM.

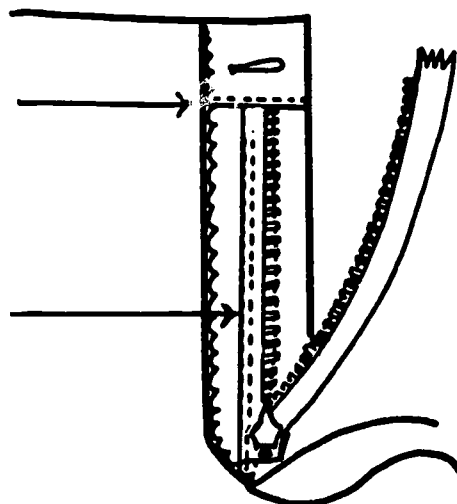


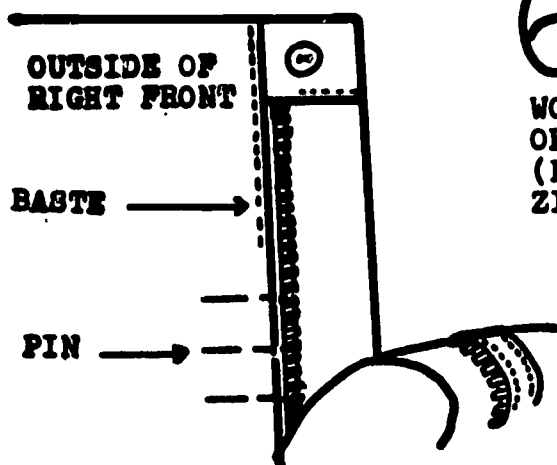
WRONG SIDE OF ZIPPER

5.

TUCK ZIPPER UNDER WAIST BAND. MACHINE STITCH ACROSS ZIPPER, GUIDING NEEDLE THROUGH ZIPPER TEETH.

USING ZIPPER FOOT, SEW ZIPPER TO FACING WITH TWO ROWS OF STITCHING.





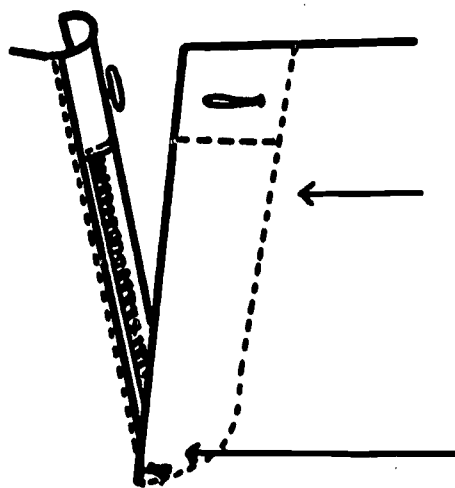
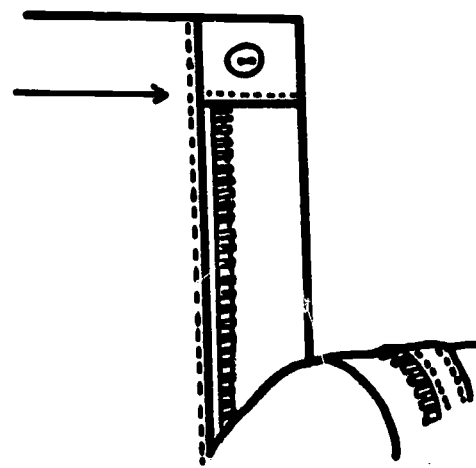
6.

WORKING ON OUTSIDE OF GARMENT, AND FROM BOTTOM OF OPENING, PIN EDGE OF OPENING OVER ZIPPER (BUT NOT THE FLY) CLOSE TO THE TEETH. TUCK ZIPPER UNDER WAIST BAND. BASTE FLY IN PLACE.

USING ZIPPER FOOT, MACHINE STITCH THROUGH ALL THICKNESSES.

7.

MACHINE STITCH WAIST BAND SEAM, GUIDING NEEDLE THROUGH ZIPPER TEETH.



8.

STITCH FACING BACK TO LEFT FRONT FOLLOWING OLD STITCHING LINE.

REPLACE BAR TACK AT LOWER END OF ZIPPER OPENING.

9.

PRESS.

CROTCH ALTERATION IN MEN'S PANTS

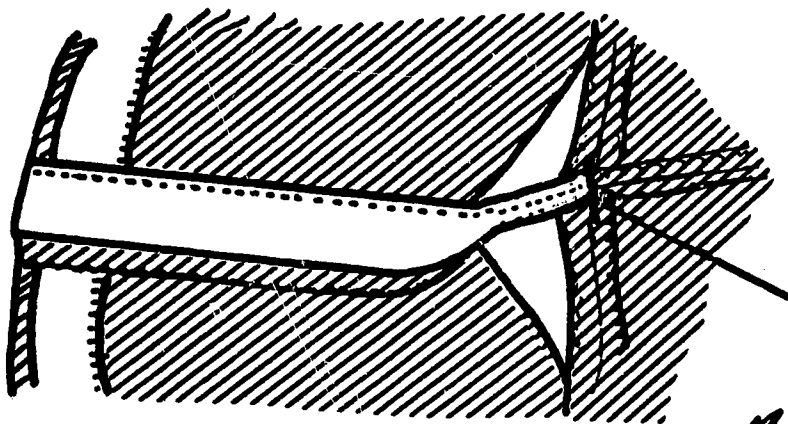
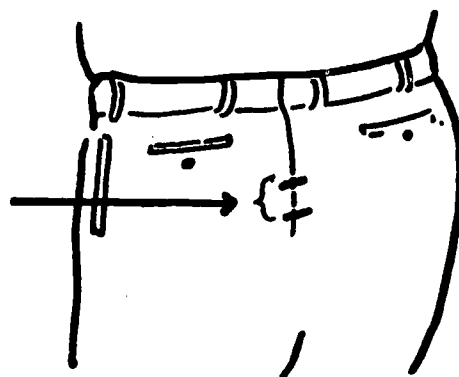
READ THE DIRECTIONS. CAREFULLY EXAMINE THE DRAWINGS. EXAMINE THE PANTS TO BE ALTERED. BE SURE YOU UNDERSTAND EACH STEP BEFORE YOU ATTEMPT IT.

STANDARDS

1. THERE IS NO OBVIOUS INDICATION OF ALTERATION ON RIGHT SIDE.
2. ALL THREAD FROM RIPPED OUT STITCHES HAS BEEN REMOVED.
3. SEAMS MATCH EXACTLY AT JOINING OF BACK AND FRONT, AND LEG INSEAM IN CROTCH.
4. STITCHING IS STRAIGHT IN LINE.

1.

1. PANTS ARE MARKED WITH CHALK ON CENTER BACK SEAM. THE DISTANCE BETWEEN THE TWO CHALK MARKS INDICATES THE AMOUNT TO BE TAKEN OFF THE BACK INSEAM.

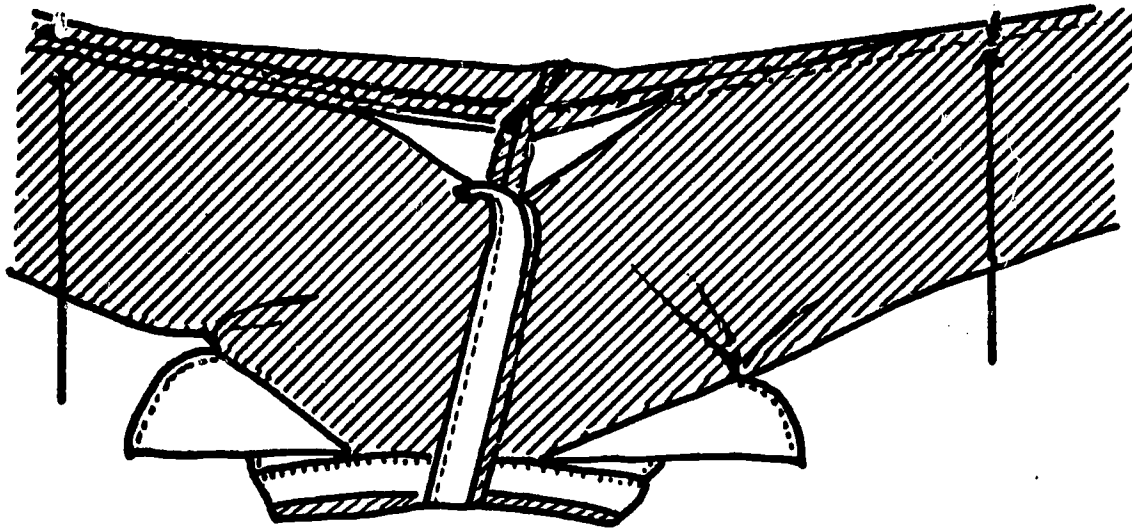
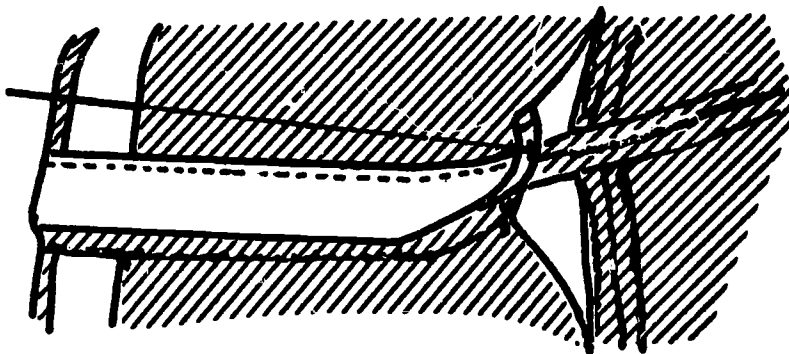


2.

2. TAKE OUT STITCHING ATTACHING EXTENSION OF RIGHT FLY FRONT FOR $\frac{3}{4}$ TO 1 INCH.

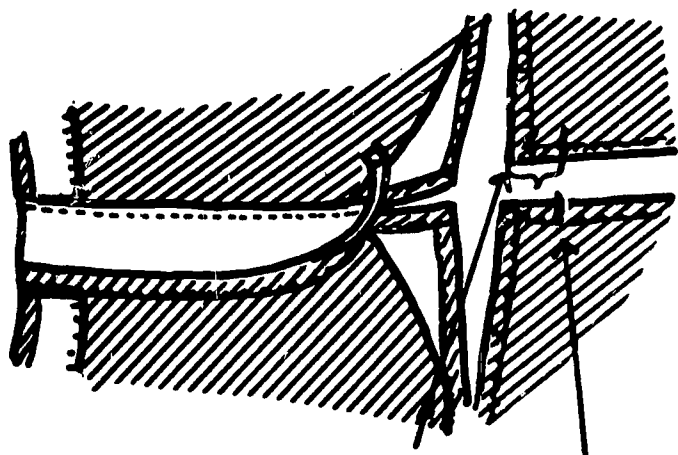
3.

3. TAKE OUT STITCHING ON SEAM ATTACHING FRONTS AND BACKS ACROSS THE INSEAM FOR 4 TO 5 INCHES.



4.

4. TAKE OUT STITCHING ON INSEAM TO NOTCH OR SMALL CLIP MARKING THE KNEE.



MEASURE FROM STITCHING
LINE ON BACK INSEAM.

CHALK MARK INDICATES AMOUNT TO BE TAKEN OUT.

5.

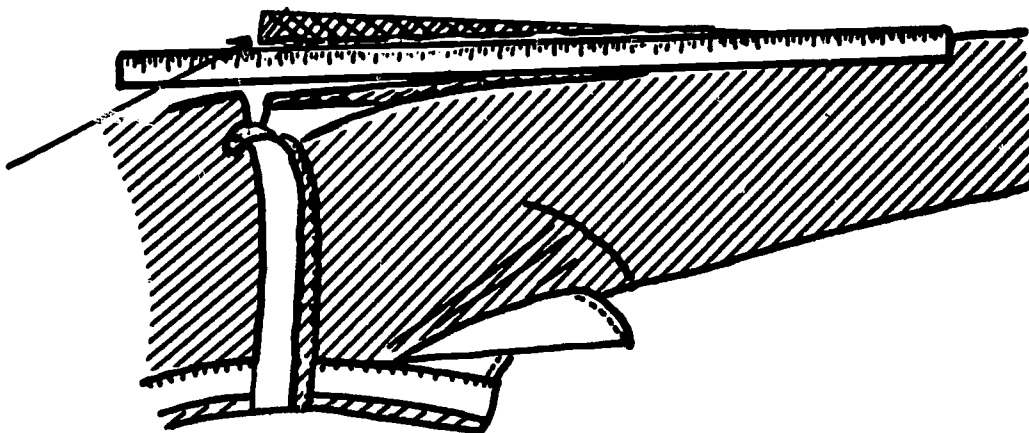
MEASURE AND MARK AMOUNT TO BE
REMOVED FROM BACK INSEAM AT THE
CROTCH. THIS WILL BE AMOUNT
BETWEEN CHALK MARKS IN STEP 1.

MEASURE ON BOTH LEGS OF PANTS
FROM POINT WHERE SEAMS ARE
JOINED.

6.

LAY PANTS OUT ON
TABLE. USING YARD-
STICK AND CHALK,
DRAW A TAPERING
LINE FROM MARK ON
CENTER BACK INSEAM
TO POINT ABOUT AT
KNEE CLIP OR NOTCH.

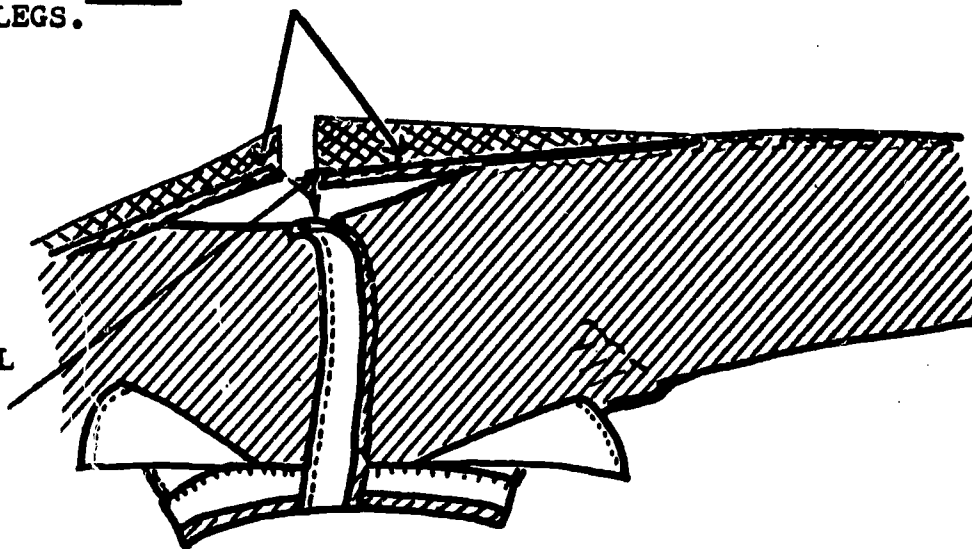
THIS LINE IS CHALKED
ON THE RIGHT SIDE OF
THE PANTS (OUTSIDE
OF PANTS WHEN WORN).



CHALKED LINE ON RIGHT SIDE OF
BOTH PANTS LEGS.

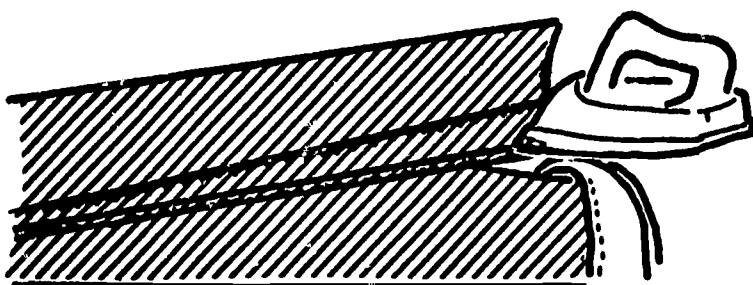
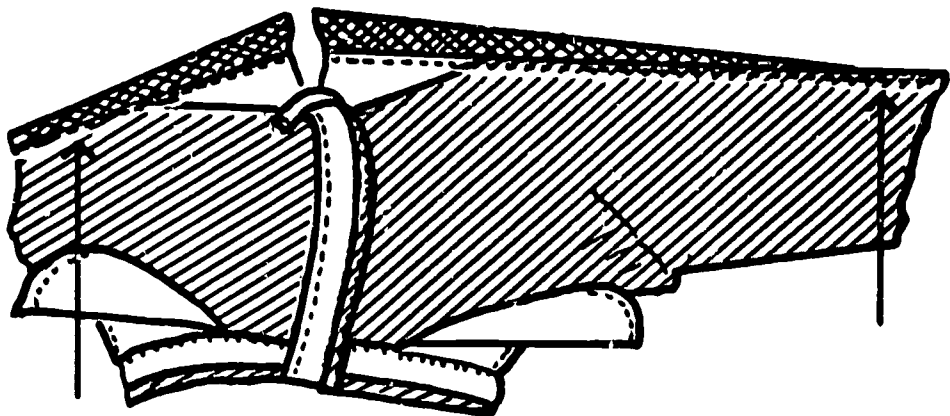
7.

LAY LEG FRONT ON LEG
BACK, MATCHING ORIGINAL
SEAM ON FRONT TO NEWLY
CHALKED LINE ON BACK.
MATCH SEAM EDGE AT
CENTER BACK.



8.

MACHINE STITCH
ON ORIGINAL SEAM
LINE ON FRONT
SIDE OF BOTH
LEGS.

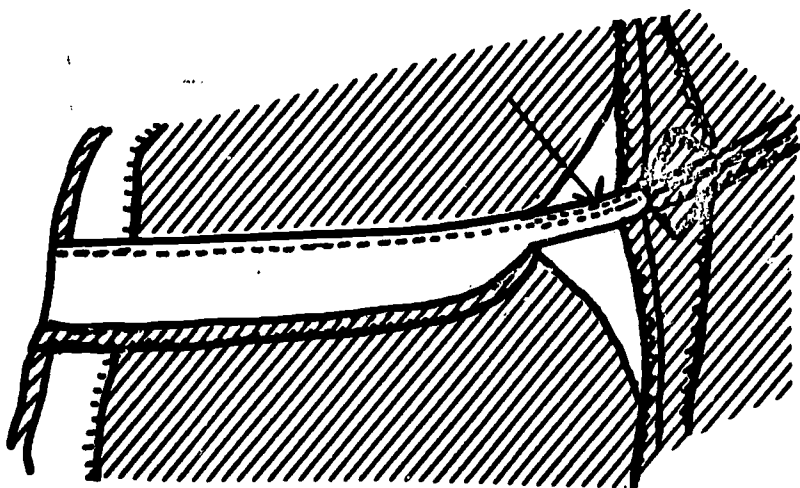
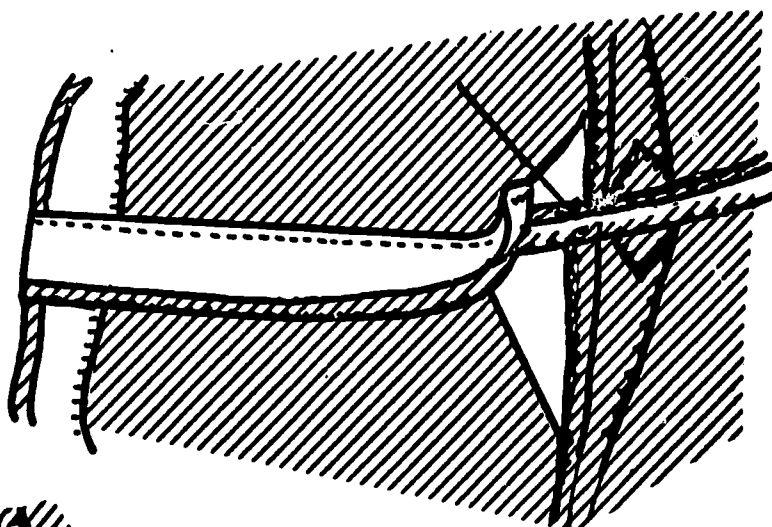


9.

STEAM PRESS THIS SEAM OPEN.

10.

RESTITCH
CROTCH SEAM
HOLDING PANTS
LEGS TOGETHER.



11.

RESTITCH
EXTENSION OF
RIGHT FLY TO
INSEAM. THIS
MAY NEED TO BE
DONE BY HAND.

12.

PRESS PANTS.

WAIST ALTERATION FOR MEN'S PANTS

EXAMINE THE PANTS YOU ARE TO ALTER. CAREFULLY STUDY THESE DIRECTIONS AND DRAWINGS. BE SURE YOU UNDERSTAND EACH STEP BEFORE YOU START IT.

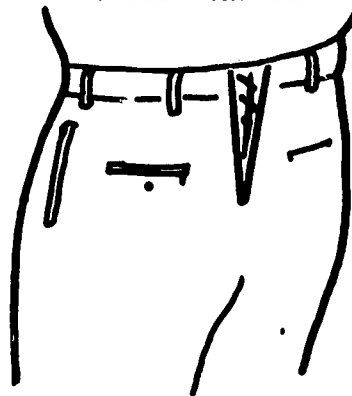
STANDARDS

1. THERE IS NO INDICATION ON THE RIGHT SIDE THAT WAIST HAS BEEN ALTERED.
2. WAIST BAND IS RESTITCHED BY SAME METHOD THAT WAS USED ORIGINALLY.
3. MATCHING THREAD IS USED.
4. MACHINE STITCHING IS STRAIGHT IN LINE.

MAKE SMALLER

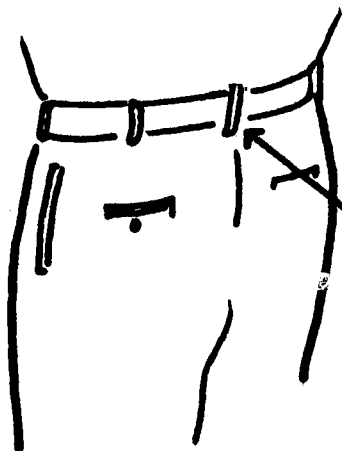


MAKE LARGER



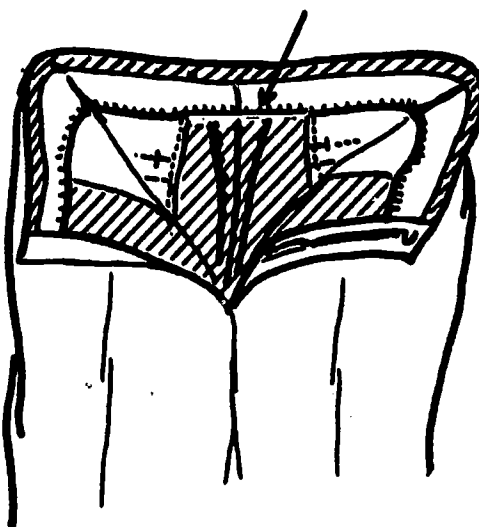
1.

PANTS ARE FITTED. THE AMOUNT TO BE MADE SMALLER OR LARGER WILL BE MARKED WITH PINS OR CHALK ON THE CENTER BACK SEAM AT THE WAIST AND 4 TO 6 INCHES DOWN.



2.

REMOVE BELT LOOP, IF ONE IS ATTACHED AT CENTER BACK SEAM.



3.

EXAMINE CENTER BACK SEAM AT WAIST BAND. SEAM SHOULD HAVE SAME APPEARANCE WHEN WAIST ALTERATION IS COMPLETED.

REMOVE STITCHING ATTACHING WAIST BAND FOR 4-6 INCHES

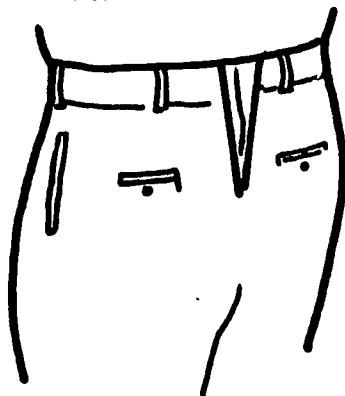
WAIST ALTERATION FOR MEN'S PANTS

EXAMINE THE PANTS YOU ARE TO ALTER. CAREFULLY STUDY THESE DIRECTIONS AND DRAWINGS. BE SURE YOU UNDERSTAND EACH STEP BEFORE YOU START IT.

STANDARDS

1. THERE IS NO INDICATION ON THE RIGHT SIDE THAT WAIST HAS BEEN ALTERED.
2. WAIST BAND IS RESTITCHED BY SAME METHOD THAT WAS USED ORIGINALLY.
3. MATCHING THREAD IS USED.
4. MACHINE STITCHING IS STRAIGHT IN LINE.

MAKE SMALLER

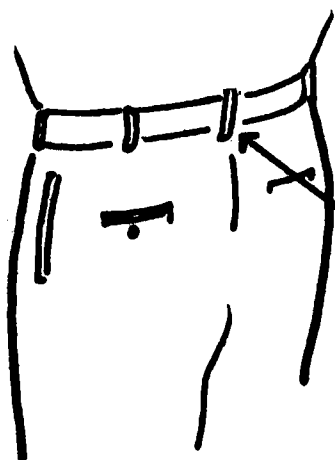


MAKE LARGER



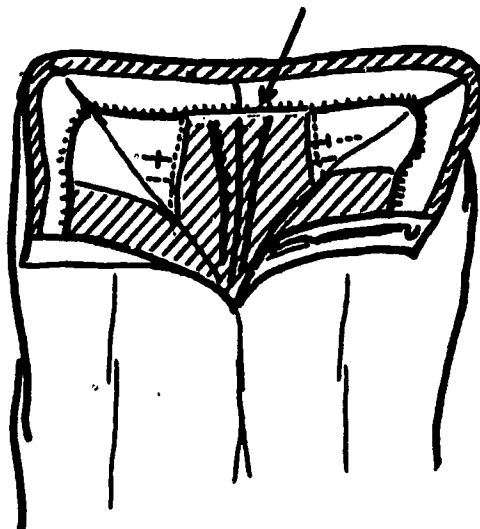
1.

PANTS ARE FITTED. THE AMOUNT TO BE MADE SMALLER OR LARGER WILL BE MARKED WITH PINS OR CHALK ON THE CENTER BACK SEAM AT THE WAIST AND 4 TO 6 INCHES DOWN.



2.

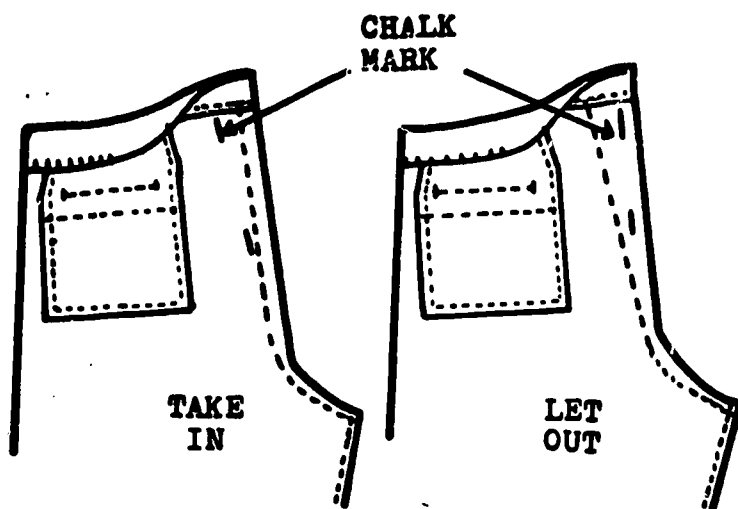
REMOVE BELT LOOP, IF ONE IS ATTACHED AT CENTER BACK SEAM.



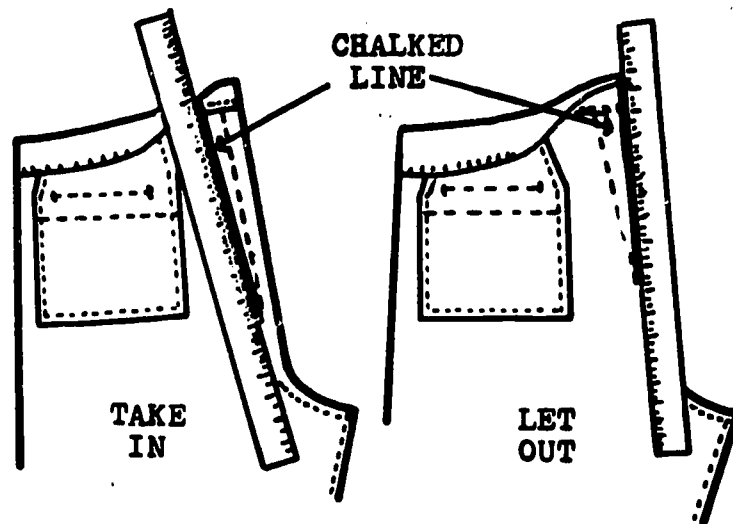
3.

EXAMINE CENTER BACK SEAM AT WAIST BAND. SEAM SHOULD HAVE SAME APPEARANCE WHEN WAIST ALTERATION IS COMPLETED.

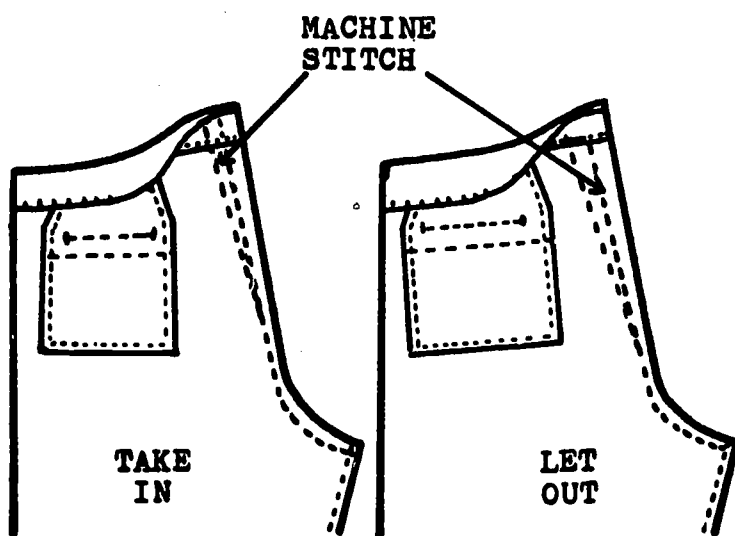
REMOVE STITCHING ATTACHING WAIST BAND FOR 4-6 INCHES



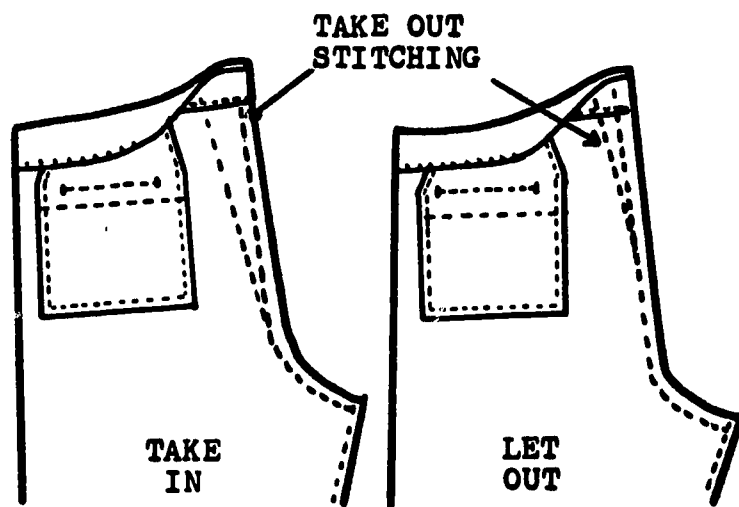
4. TRANSFER MARK (DETERMINED IN STEP 1) TO WRONG SIDE OF PANTS.



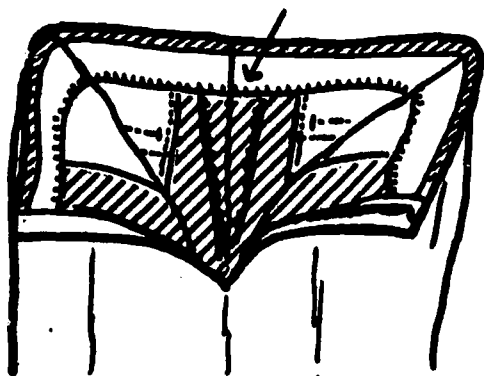
5. LAY PANTS OUT ON TABLE. USING CHALK AND RULER, AND USING TRANSFERRED MARKS AS GUIDE, MARK A TAPERING LINE FROM WAIST TO SEAM AS IT TAPERS INTO CROTCH.



6. WITH MATCHING THREAD STITCH ON CHALKED MARK. EXTEND STITCHING ON OLD SEAM LINE FOR $\frac{3}{4}$ TO 1 INCH FOR ADDED STRENGTH.



7. TAKE OUT STITCHING ON OLD SEAM LINE TO POINT WHERE NEW SEAM JOINS IT.



8. RESTITCH WAIST BAND BACK INTO PLACE BY SAME METHOD USED ORIGINALLY.



10. STEAM PRESS.

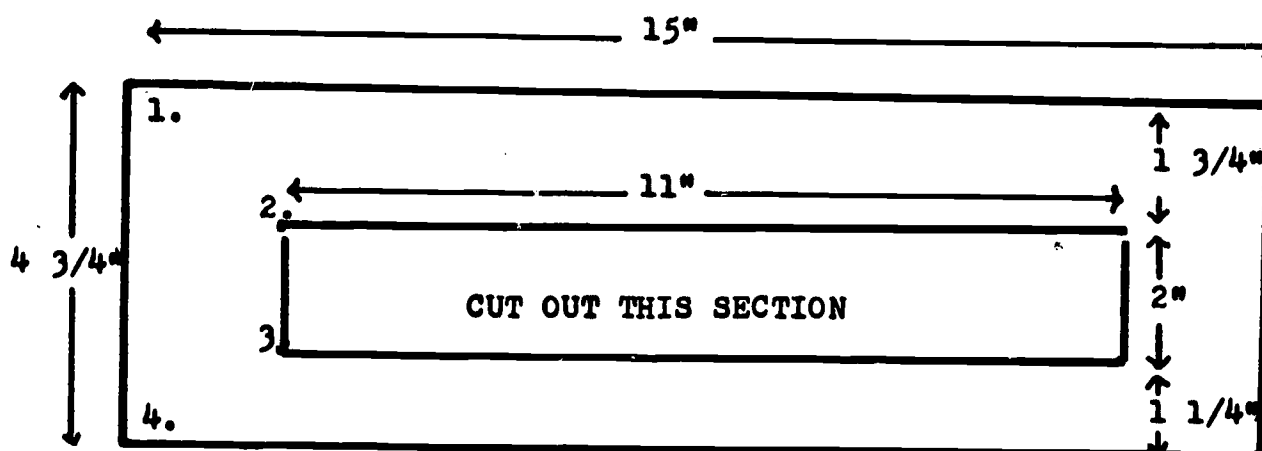
CUFFING MEN'S PANTS WITH A CUFF MARKER

READ THE DIRECTIONS. STUDY THE DRAWINGS. BE SURE YOU UNDERSTAND EACH STEP BEFORE YOU ATTEMPT IT.

STANDARDS

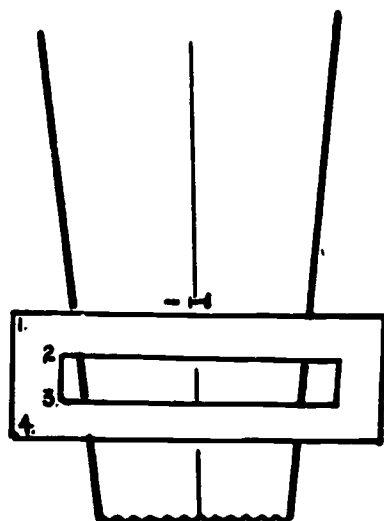
1. CUFF LIES FLAT -- NO PUCKERS IN HEM.
2. INSEAM AND OUTSEAM ON BOTH LEGS MEASURE EXACTLY THE SAME.
3. CUFF IS SAME WIDTH ALL AROUND PANTS LEG, AND ON BOTH PANTS LEGS.
4. STITCHING ON TURNED UNDER HEM IS NOT VISIBLE FROM OUTSIDE OF PANTS.
5. STITCHING AT SEAM LINE ATTACHING CUFF TO OUTSIDE OF PANTS IS INVISIBLE AS POSSIBLE.
6. ALL CHALK MARKS HAVE BEEN REMOVED.
7. CUFF IS PRESSED FLAT.

1. MAKE A CUFF MARKER. USE STIFF CARDBOARD OR FIBERBOARD. USE WIDTH OF CUFFS IN FASHION. THIS MAY VARY FROM YEAR TO YEAR.

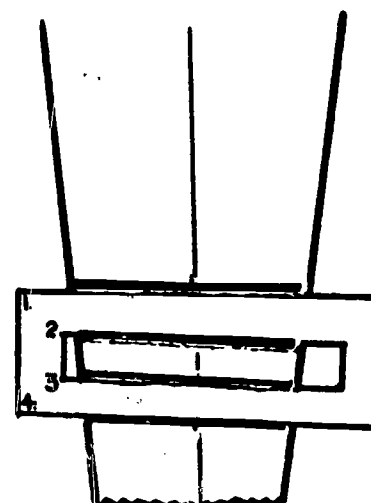


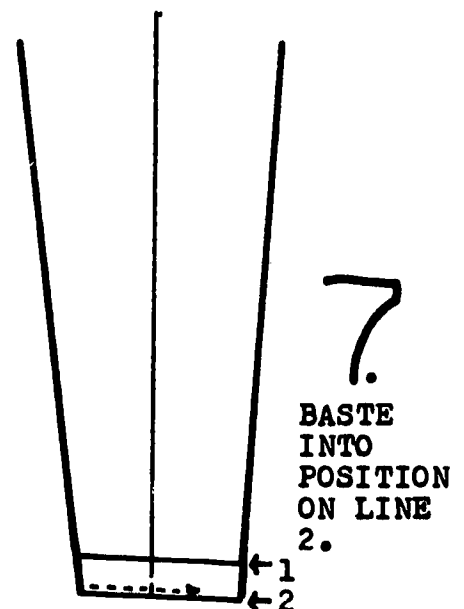
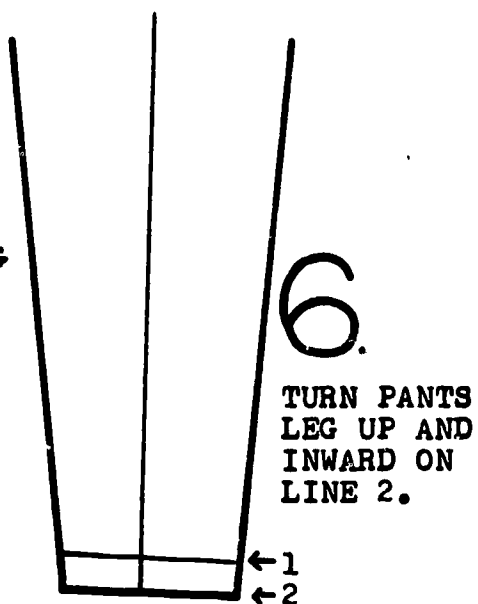
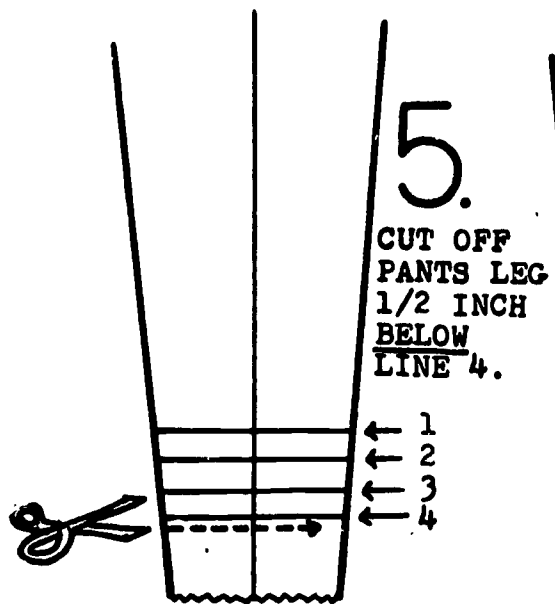
2. DETERMINE LENGTH OF PANTS ON WEARER. MARK FINISHED LENGTH WITH PIN ON SEAM LINE.

3. LAY CUFF MARKER ON PANTS WITH TOP OF MARKER (LINE 1) AT THE PINNED MARK

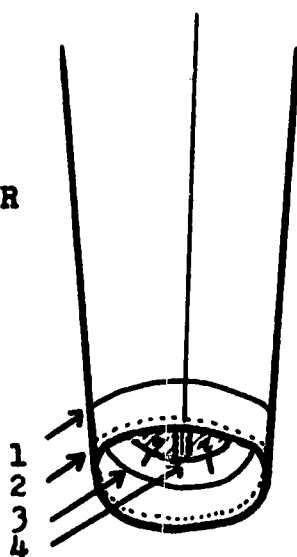


4. WITH CHALK MARK LINES 1, 2, 3, AND 4. MARK BOTH PANTS LEGS ON BOTH SIDES.

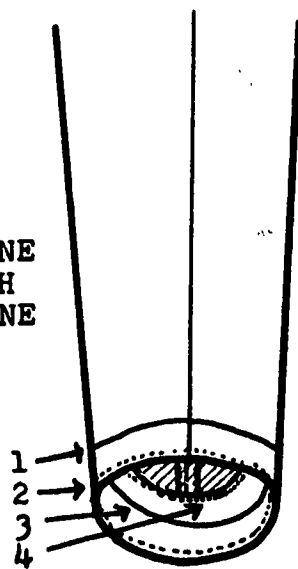




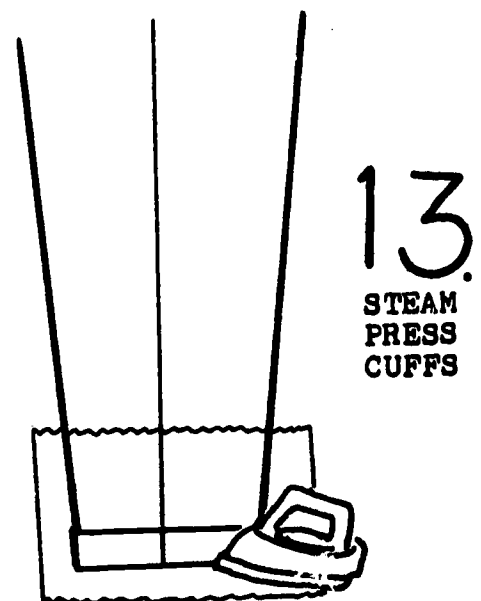
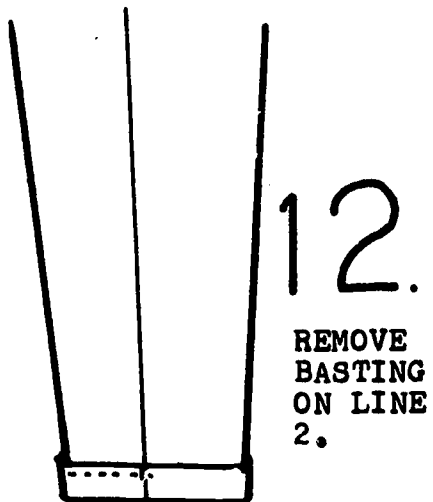
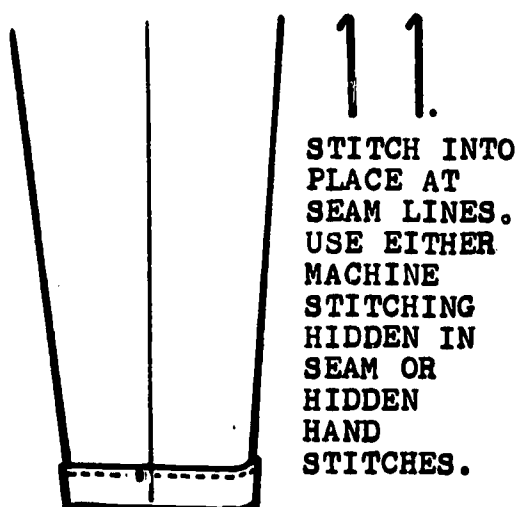
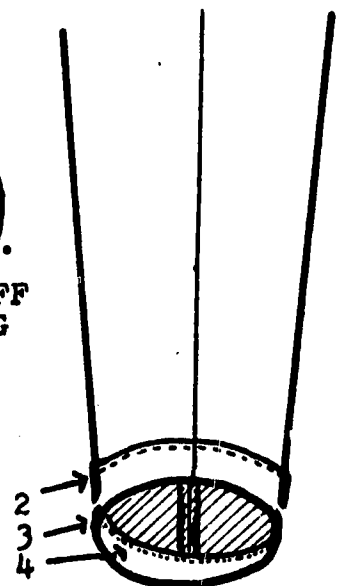
8.
TURN UNDER
FABRIC
ALLOWED
BEYOND
LINE 4.
PIN INTO
PLACE.



9.
MACHINE
STITCH
ON LINE
4.



10.
TURN CUFF
UP ALONG
LINE 3.



CUFFING MEN'S PANTS BY FORMULA "TWICE THE CUFF PLUS ONE INCH"

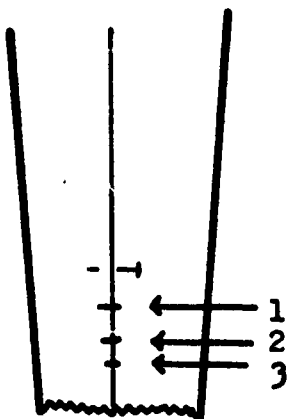
READ THE DIRECTIONS. STUDY THE DRAWINGS. BE SURE YOU UNDERSTAND EACH STEP BEFORE YOU ATTEMPT IT.

STANDARDS

1. CUFF LIES FLAT -- NO PUCKERS IN HEM.
2. INSEAM AND OUTSEAM ON BOTH LEGS MEASURE EXACTLY THE SAME.
3. CUFF IS SAME WIDTH ALL AROUND PANTS LEG, AND ON BOTH PANTS LEGS.
4. STITCHING ON TURNED UNDER HEM IS NOT VISIBLE FROM OUTSIDE OF PANTS.
5. STITCHING AT SEAM LINE ATTACHING CUFF TO OUTSIDE OF PANTS IS INVISIBLE AS POSSIBLE.
6. ALL CHALK MARKS HAVE BEEN REMOVED.
7. CUFF IS PRESSED FLAT.

1. DETERMINE LENGTH OF PANTS ON WEARER. MARK FINISHED LENGTH WITH PIN ON SEAM LINE.

2 DETERMINE DESIRED WIDTH OF PANTS CUFF. THIS MAY VARY FROM YEAR TO YEAR ACCORDING TO STYLE. THE CUSTOMER MAY MAKE SPECIAL REQUEST FOR A CERTAIN WIDTH CUFF.

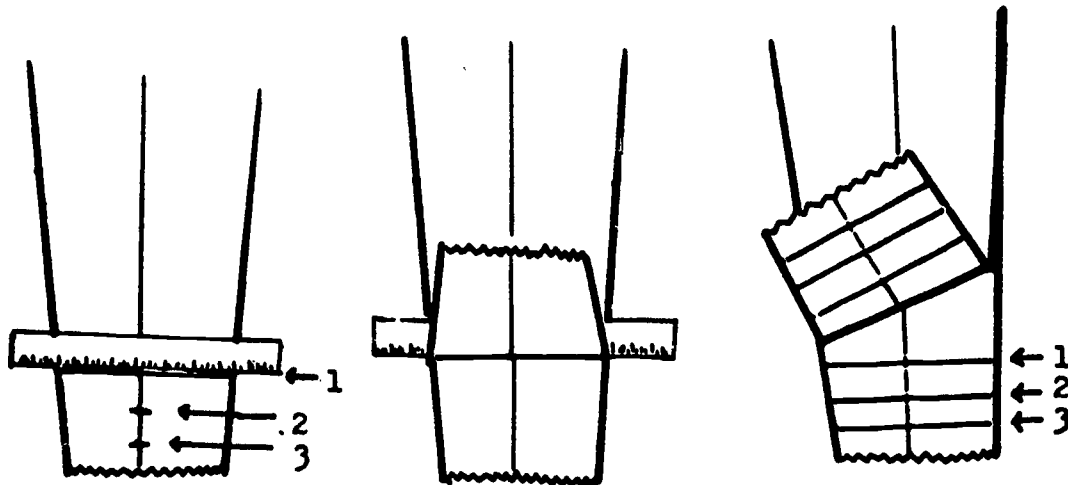


3.

MEASURE DOWN FROM THE PIN MARKING THE FINISHED LENGTH OF PANTS THE WIDTH OF THE CUFF (DETERMINED IN STEP 2). THIS WILL BE LINE 1.

FROM THE MARK FOR LINE 1, ONCE AGAIN MEASURE DOWN THE PANTS LEG THE PREDETERMINED CUFF WIDTH. MARK. THIS WILL BE LINE 2.

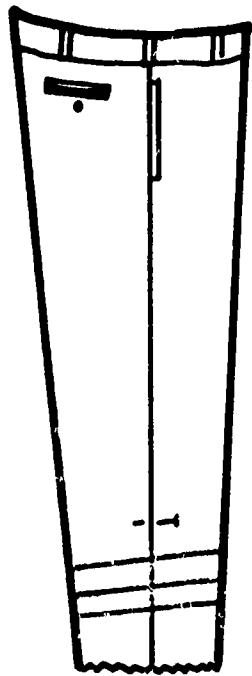
FROM THE MARK FOR LINE 2 MEASURE DOWN THE PANTS LEG 1 INCH. THIS WILL BE THE AMOUNT TURNED UP ON THE INSIDE OF THE PANTS WHEN CUFF IS FINISHED.



4A.

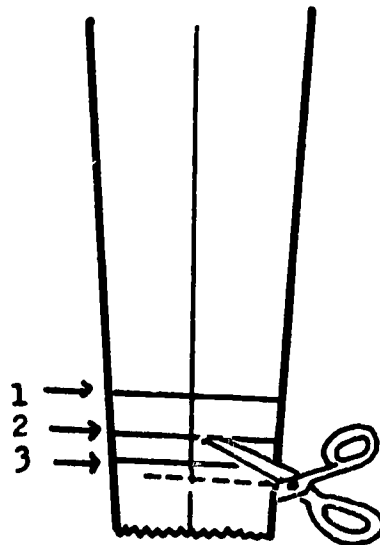
AT EACH OF MARKS FOR LINES 1, 2, AND 3 DRAW CHALK LINES ON BOTH SIDES OF BOTH PANTS LEGS.

THE PIN MARKING THE FINISHED LENGTH (STEP 1) MAY NOW BE REMOVED.



4B.

CUSTOMERS MAY REQUEST THAT PANTS BE A LITTLE LONGER AT THE BACK. THIS CAN BE ACCOMPLISHED BY SLANTING CHALKED LINES SLIGHTLY DOWNWARD AT BACK OF PANTS LEG.

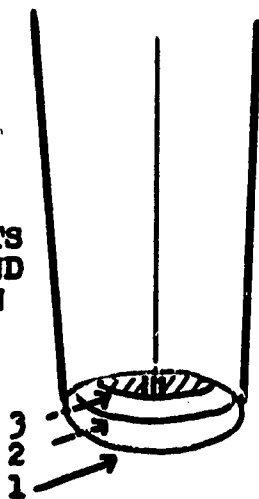


5.

CUT OFF EXCESS FABRIC EXTENDING BELOW LINE 3. LEAVE AT LEAST $\frac{1}{2}$ INCH TO BE TURNED UNDER FOR CUFF HEM.

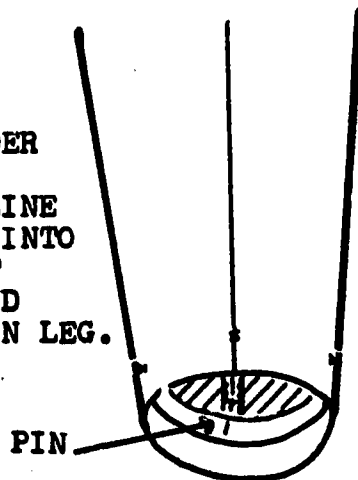
6.

TURN PANTS LEG UP AND INWARD ON LINE 1.



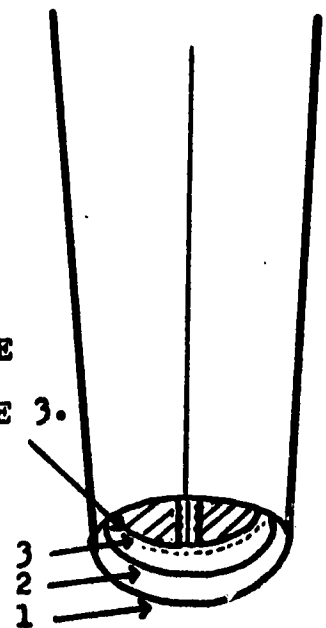
7.

TURN UNDER FABRIC BEYOND LINE 3. PIN INTO PLACE AT SEAMS AND CREASE IN LEG.



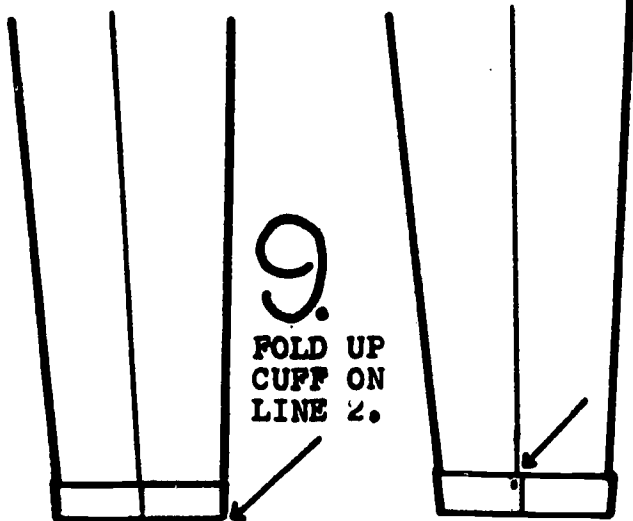
8.

MACHINE STITCH ON LINE 3.



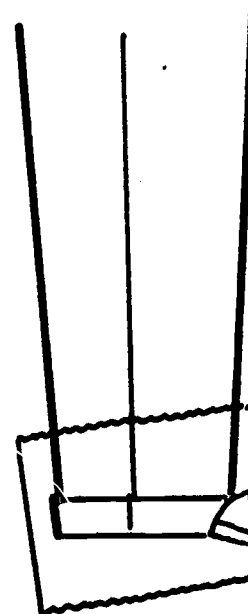
9.

FOLD UP CUFF ON LINE 2.



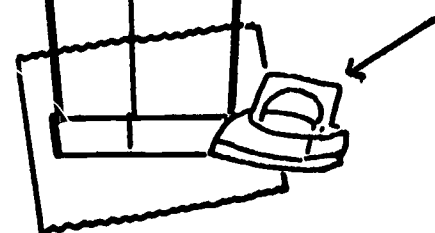
10.

STITCH CUFF INTO PLACE ON SEAM LINE. USE EITHER MACHINE STITCHING HIDDEN IN SEAM LINE, OR HIDDEN HAND STITCH.



11.

STEAM PRESS CUFFS.

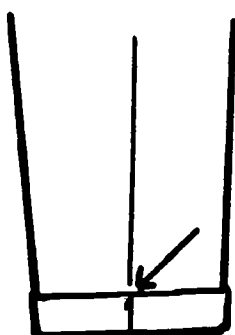


CHANGING THE CUFF IN MEN'S PERMANENT PRESS PANTS

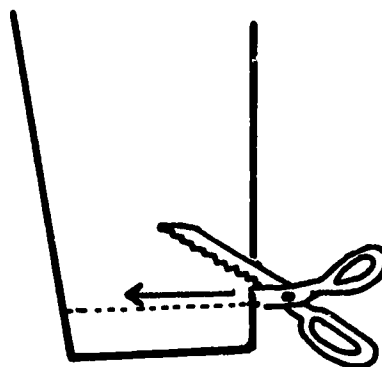
BECAUSE OF THE NATURE OF PERMANENT PRESS FABRIC, THE ORDINARY METHOD OF CUFFING MEN'S PANTS WILL NOT WORK. USE THE FOLLOWING METHOD OF CUTTING OFF THE CUFF, CUTTING OUT THE UNDESIRE LENGTH, THEN STITCHING THE CUFF BACK ON. STUDY THE DIRECTIONS AND DRAWINGS. BE SURE YOU UNDERSTAND EACH STEP BEFORE YOU ATTEMPT IT.

STANDARDS

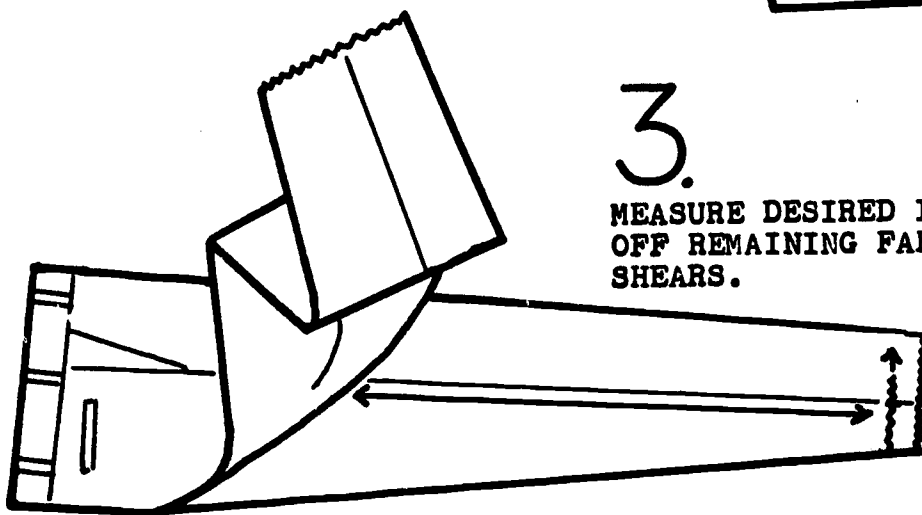
1. SEAMS AND LEG CREASES ARE MATCHED EXACTLY IN LEG AND RESTITCHED CUFF.
2. ALTERATION SEAM IS HIDDEN UNDER FOLD OF CUFF.
3. MATCHING THREAD IS USED.



1.
TAKE OUT STITCHING
HOLDING CUFF TO PANTS
AT SEAM LINE.



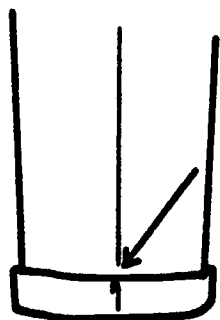
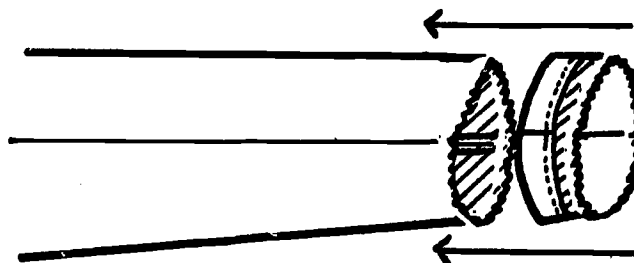
2.
TURN CUFF DOWN.
CUT OFF JUST
ABOVE THE LINE
OF STITCHING,
PREFERABLY WITH
PINKING SHEARS.
SET CUFF ASIDE.



3.
MEASURE DESIRED INSEAM LENGTH AND CUT
OFF REMAINING FABRIC, AGAIN WITH PINKING
SHEARS.

4.

TURN CUT-OFF CUFF INSIDE OUT. PLACE
CUFF OVER PANTS LEG AND RESEW, SEAM
ON SEAM, CREASE ON CREASE.



5.

TURN CUFF UP. STITCH INTO PLACE ON SEAM LINE WITH
EITHER MACHINE STITCHING HIDDEN IN SEAM LINE, OR
HIDDEN HAND STITCHES.

DAILY PLANS AND ACCOMPLISHMENTS

Name _____

Date _____

1. _____ Set goals for myself at beginning of class (listed below)

2. _____ Timed myself in order to gain speed
3. _____ Did not waste time talking
4. _____ Used proper equipment
5. _____ Kept equipment in order
6. _____ Had a pleasant personality
7. _____ Looked like an alteration lady
8. _____ Was careful about eating and chewing gum
9. _____ What I accomplished today
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.

STANDARDS FOR FITTING WOMEN'S CLOTHES

Name (Person being Fitted)

Name (Fitter)

ITEMS TO CHECK	GENERAL APPEARANCE		
	Good	Poor	Necessary Correction
<u>GENERAL APPEARANCE</u>			
1. Enough ease to provide comfort, yet not sloppy.			
2. Blouse or bodice hangs gracefully and smoothly from shoulder seams.			
3. Skirt hangs smoothly and gracefully from waistline.			
4. Key grain lines in place on figure.			
5. Garment is in perfect balance on figure.			
<u>SHOULDER SEAMS</u>			
6. Shoulder seams lie along the center of top of shoulder, not noticeable from either back or front (in normal figure).			
7. Shoulder seams begin at about 1 inch behind ear lobe, extend to shoulder tip at right angles to armhole.			
8. Shoulder seam area smooth, without pulling, straining, or wrinkling.			
<u>NECKLINE SEAMS</u>			
9. Normal neckline: fits curve at base of neck, crossing center back on vertebrae that is most prominent when head is tilted forward, and crossing center front at pit of the neck just above the collar bone.			
10. Neckline does not ride up, pull away, or stand out.			

ITEMS TO CHECK	GENERAL APPEARANCE		
	Good	Poor	Necessary Correction
<u>UNDERARM SEAMS</u>			
11. Seam falls in vertical line beneath arm, starting from center of underarm and dropping in perpendicular line to floor.			
12. Underarm seam of bodice meets side seam of skirt.			
13. When viewed from side, seam divides back and front.			
14. Underarm seam not obvious when viewed from back or front.			
<u>DARTS</u>			
15. Front bodice and bust darts are in line with crown of the bust, but end 1 or 2 inches from it.			
16. Fabric at end of darts is smooth.			
17. Similar darts are balanced in noticeable length on both sides of the figure.			
18. Darts are true in line with no puckering along the line of stitching.			
19. Hip darts stop short of fullest part of hips.			
<u>TUCKS, DART TUCKS, GATHERS</u>			
20. Placed so as to direct fullness toward fullest part of figure.			
<u>ARMHOLE SEAMS</u>			
21. Forms smooth curve over top of shoulder.			
22. Seam falls perpendicularly to the floor from tip of shoulder to point at which it begins to curve under the arm.			

ITEMS TO CHECK	GENERAL APPEARANCE		
	Good	Poor	Necessary Correction
23. In a plain sleeve the shoulder seam does not droop down onto the arm.			
24. Armhole falls about 1 inch below arm pit.			
<u>SLEEVES</u>			
25. Crosswise grain is parallel to floor above the elbow.			
26. Lengthwise grain is perpendicular to the floor above the elbow.			
27. Plain sleeve is eased into armhole with no obvious gathers.			
28. Sleeve cap wide enough to enclose arm with ease.			
29. Dart or fullness in long sleeves placed at elbow.			
30. Long sleeves correct length (Point where hand ends and wrist begins).			
<u>WAISTLINE</u>			
31. Waistline seam falls at normal waistline (when garment is so designed).			
32. Waistline seam fits snugly, but is not tight.			
<u>BUTTONS AND BUTTONHOLES</u>			
33. On fitted garment, one buttonhole should be placed at the level of the bustline.			
34. Buttonhole falls at natural waistline on suits, jackets.			
<u>SKIRTS</u>			
35. Center front and center back lines hang perpendicular to floor.			

ITEMS TO CHECK	GENERAL APPEARANCE		
	Good	Poor	Necessary Correction
36. Side seams hang perpendicular to floor.			
37. Hipline is easy--allows room to move and sit.			
38. Pleats hang straight, closed and perpendicular to floor.			
39. Band remains flat without wrinkling.			
40. Hem an even distance from floor.			
41. Skirt most flattering length for figure within the fashion range.			

USE OF THE DRESS FORM

1. Construction of Body Irregularity Pads--A layer of unbleached muslin was fitted by means of darts over the area for which a body irregularity pad was planned. To allow for seams muslin was cut one inch larger on all sides than the pad would be when finished. When the muslin was in place on the form, several marks were made on both muslin and the form with colored thread. Thread marks made it possible to fit the pad in the same place each time it was used. A different color of thread was used for each pad so that pads would be placed in only one position on the dress form. Another layer of unbleached muslin was fitted over the first muslin piece and it too was marked for position. On the second layer of muslin, sheets of cotton batting were layered to build up the body bulge. The thin layers of batting were graded in order to achieve the effect of a body curve rather than of an abnormal bump. Each layer was just a fraction of an inch smaller than the one below it.

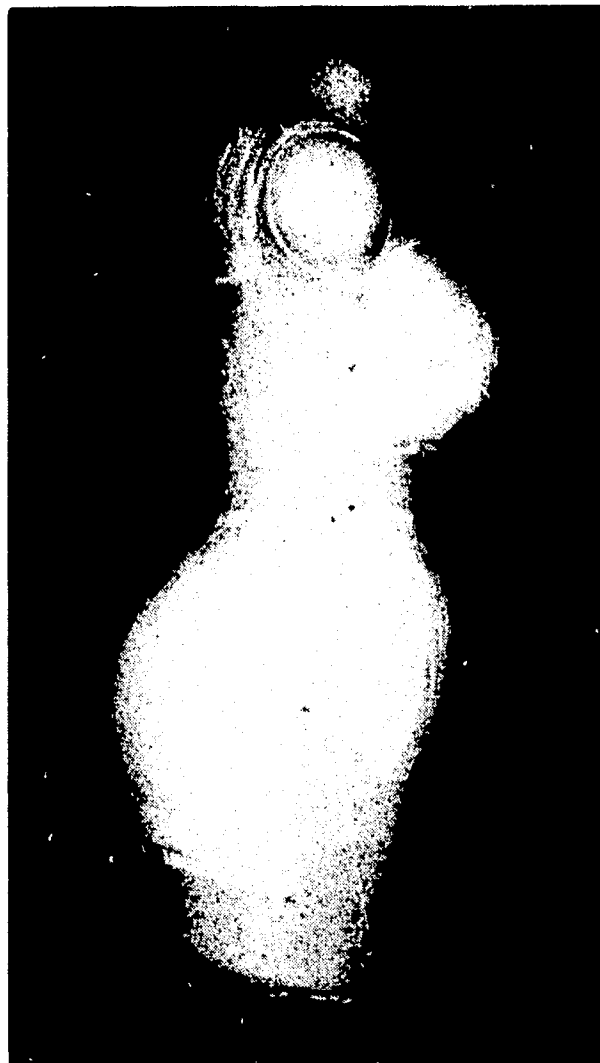
When the layers of cotton became shaped to the appropriate body bulge the second layer of muslin was removed and the layers of cotton were secured to it with tailor basting. The unfinished pad was again fitted into place on the dress form and the shape rechecked. The upper covering of muslin was then fitted to the pad by means of darts.

At first the edges of the pad were finished by an enclosed seam. However, it was discovered that such edges tended to stretch a bit and the finished pad did not fit as closely to the dress form as desired. Slightly easing the edge and finishing it with bias tape provided a more satisfactory finish.

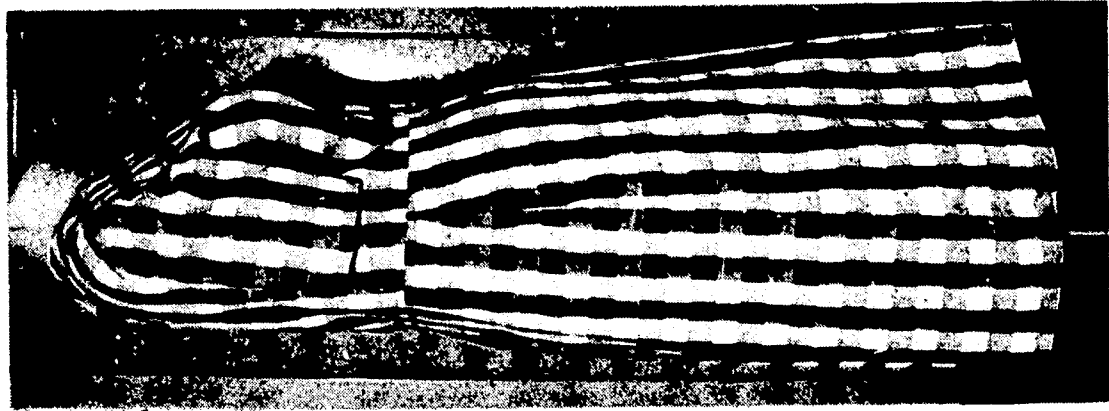
Pads were completed for the protruding abdomen, large bust, round shoulders and large back hips as illustrated in Figure 1. Pads could be used singly or in any combination.

2. Development of Dresses and Dress Pieces for Fitting on the Dress Form--Three dresses were made for the dress form. One garment was so constructed that it could be used to demonstrate a properly fitted garment. Two dresses were made with cut-in and sewn-in fitting problems. One dress, which was made for use with the form without the pads, provided a bulging neckline, shoulders and waist that were too long, and a hip line that demonstrated the lack of ease. Another dress was made with excessive ease so that it could be used with the dress form and various pads in fitting demonstrations (Figure 2a).

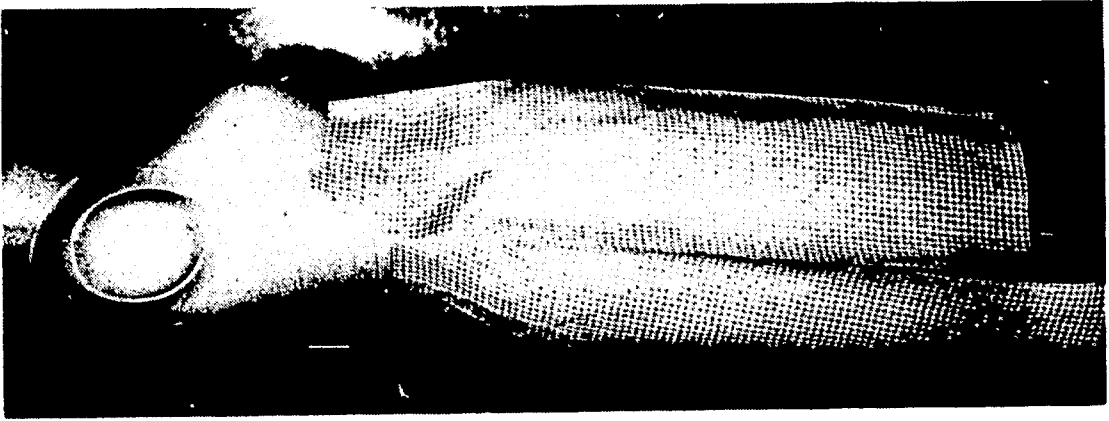
Front and back skirt pieces and front and back bodice pieces were cut, and darts sewn in so that they could be used to demonstrate garment alterations for the body irregularities provided by the pads (Figure 2b). To emphasize importance of grainline placement in a garment and to facilitate the judgment of correct grain alignment on the body, fabrics with woven stripes or checks were used for all garments and garment pieces.



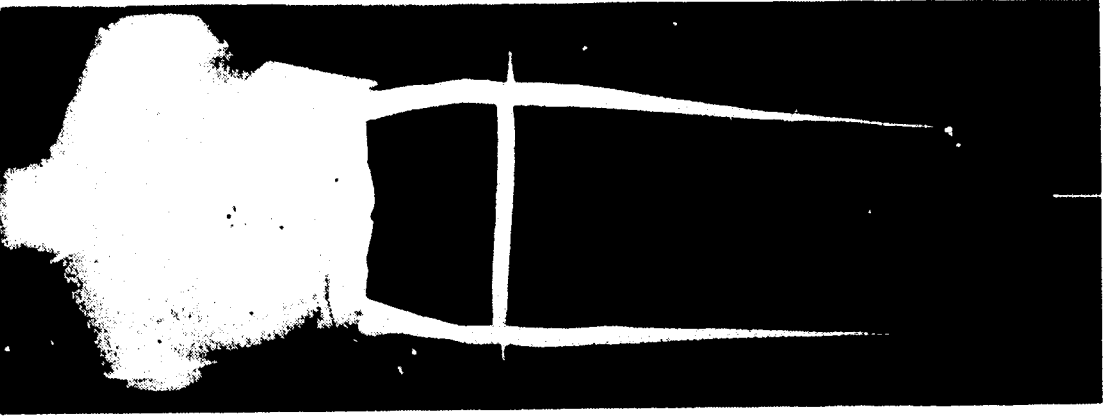
**Figure 1. Body Irregu-
larity Pads
in Place on
Poly-
urethane
Dress Form**



A



B



C

Figure 2. Use of a Body Irregularity Pad and the Dress Form in Fitting the Protruding Abdomen. A) Use of the One Inch Square Gingham Dress to Demonstrate Fitting Problems of the Protruding Abdomen. B) Use of Separate Skirt Front and Back to Demonstrate Garment Alteration for the Protruding Abdomen. C) Use of Appropriately Altered Pattern Duplicated in Fabric to Demonstrate Pattern Alteration for the Protruding Abdomen

3. Altered Patterns Duplicated in Fabric--Appropriately altered patterns duplicated in fabric were made for use with each pad. The fabric was easier to handle in demonstrating the deepening or redistribution of darts because of the added body curve (Figure 2c).

4. Student Guide Sheets--Guide sheets were developed by means of which girls were able to evaluate the fit of garments on each other. Likewise, guide sheets were developed for studying garment alterations for particular figure problems on the dress form, for pattern alteration for particular problems on the dress form, pattern alterations in half-size patterns, and finally written descriptive problems for both garment and pattern alteration. The written problems served as a means of evaluation along with the students' demonstrated ability to solve fitting problems on the dress form, and their ability to apply fitting principles in the garments on which they later worked.

FITTING PROBLEMS

<hr/>	<u>Members of Your Study Group</u>
Your Name	<hr/>
<hr/>	<hr/>
Body irregularity pad to be used	<hr/>
	<hr/>

DIRECTIONS:

1. Pin the assigned body irregularity pad on the dress form. Match the colored threads on the pad exactly with those on the dress form.
2. Place the green gingham dress on the dress form. Make sure that the neck and shoulder seams are in proper position.
3. What indications do you note that the garment is ill fitting? Especially note the area around the pad which you pinned to the dress form.

Describe how each of the following appear in the dress on the dress form:

- a. Grainline
 - b. Balance
 - c. Line
 - d. Ease
 - e. Set
4. Study the following references and determine how the correction would be made in the dress so that it would fit properly.

Altering Ready-to-Wear

Fitting Garments

What to Look for in Testing Pattern (ditto sheet)

5. Write a description of the fitting problem and what can be done to correct it. Attach description to this study sheet.
6. Demonstrate to the class how the garment can be correctly fitted.

NOTE: You will need to read the references, study the fit of the dress on the dress form, and practice demonstrating the method of alteration using the separate skirt backs and fronts, or bodice backs and fronts before your demonstration is ready for class presentation.

Steps in demonstration:

- a. Place pad and dress on dress form.**
- b. Point out fitting problems caused by body irregularity pad in grain, balance, line, ease and set.**
- c. Describe and demonstrate how the garment may be correctly fitted. The separate skirt back and front, or bodice back and front will be helpful with this demonstration.**

ALTERATION PROBLEMS

Name

DIRECTIONS:

These references will be helpful:

Mary Johnson's Guide to Restyling Ready-Made Clothes
Coats & Clark's Sewing Book
Alteration of Ready-to-Wear
Fitting Garments
What to Look for in Testing a Pattern

Analyze each of the following fitting problems. Determine from the given information the likely cause. Decide whether or not it can be corrected. Describe how the alteration might be made.

1. The customer declares that she has this same problem with everything she puts on. The seam lines on the skirt do not hang correctly, that is, they are not perpendicular to the floor. The skirt sags and wrinkles on one side only. The hem line is uneven, not parallel to the floor.

Likely cause of the fitting problem: (One hip higher)

Should an alteration be made? (X) Yes ___ No ___ Maybe

Steps in alteration to correct fit:

(Fit garment right side out. Fit each side separately. Lift the skirt, both in back and in front, on the side which sags. Key grain lines are important factor here.)

2. The customer complains that the sleeves are too tight around her arm above the elbow, that they bind as she moves her arms.

Likely cause of the fitting problem: (Large upper arm)

Should an alteration be made? ___ Yes ___ No (X) Maybe

(Alteration can be made if there is enough fabric in sleeve. Check underarm seam. Reduce, if possible, but be sure to leave at least 1/4" seam.)

3. The red wool dress fits beautifully except in the armhole, shoulder area. Here the set of the dress is spoiled by ugly ripples in the upper sleeve. The shoulders seem to droop down onto the arms.

Likely cause of the fitting problem: (Shoulder seam too long)

Should an alteration be made? (X) Yes ___ No ___ Maybe

Steps in alteration to correct fit:

(Pin tuck in shoulder to determine amount to be taken off shoulder seam. Measure this tuck, then remove this amount by any one of these methods: 1) cutting off shoulder area in both back and front, 2) taking up in both back and front by shoulder darts, and 3) taking a dart only in the back, and cutting off the front at the shoulder.)

4. Mrs. Green has brought for alteration a suit her sister has sent her. The fitting problem occurs in the skirt. Though it fits smoothly at the waist, and across the hips in front, at the back there are ugly ripples at the ends of the darts.

Likely cause of the fitting problem: (Incorrect dart stitching)

Should an alteration be made? (X) Yes No Maybe

Steps in alteration to correct fit:

(The faulty stitching must be corrected. Restitch, tapering the dart to a fine point. If dart is deep, and the fabric is heavy, slit the dart open and press.)

5. Mrs. Brown, who is a jolly plump little lady, has brought her favorite green wool dress in for skirt alterations. It has been let out in the seams once before, but Mrs. Brown points out that there are still the darts to provide more fabric. Will her dress fit correctly if this is done? What will you tell Mrs. Brown?

Likely cause of the fitting problem: (Not enough ease)

Should an alteration be made? Yes (X) No Maybe

Steps in alteration to correct fit:

(Darts cannot be let out if her plump figure is to be correctly fitted.)

6. You enter the fitting room to find a stooped little gray headed lady in a pink dress which fits in the skirt, but has problems indicated in the back waist. There are diagonal wrinkles from the shoulder blade to the underarm, and the back bodice pulls up from the waist line making the waist line seam unparallel with the floor.

Likely cause of fitting problem: (Round shoulders)

Should the alteration be made? Yes No (X) Maybe

Steps in alterations to correct fit:

(This alteration cannot be made unless there is ample fabric to allow for upward movement of bodice. A belt might be ripped apart to provide necessary fabric. Steps: 1) remove sleeves

from armhole, 2) open shoulder seam, 3) lift back bodice at armseye so that grain of fabric is straight across the upper back, 4) refit shoulder seams--let out at neckline, and take up near the armhole. Darts may need to be taken in the neckline.)

7. The wearer of this dress is a very slender "flat" young miss who wishes the skirt to fit more snugly. It is loose in the waist and hip area.

Likely cause of the fitting problem: (Too much ease)

Should the alteration be made? ☒ Yes ☐ No ☐ Maybe

Steps in alteration to improve fit:

(Take up side seams. Do not take up darts.)

8. The customer complains that the skirt of the avocado colored sheath dress doesn't look right and asks you to fix it. The set of the slim skirt is spoiled by diagonal folds or wrinkles below the hip line in the back. There is also the problem of the plumb line swinging toward the back.

Likely cause of the fitting problem: (Prominent back hips)

Should the alteration be made? ☐ Yes ☐ No ☒ Maybe

Steps in alteration to improve fit:

(Alteration can be made providing there is enough in the hem to compensate for raising the skirt back. 1) open up the back waistline and side seams, 2) lift the skirt back until the skirt falls in straight line to floor--check key grain lines, 3) smooth extra fabric at waistline into darts and side seams.)

9. You are called to the fitting room to correct the length of an A-line shift for a sweet looking matronly lady. You note the hang tag says "Permanent Press". The lady asks that the hem be let down because she feels uncomfortable in such a short dress.

Likely cause of the fitting problem: (Dress too short)

Should the alteration be made? ☐ Yes ☒ No ☐ Maybe

Steps in alteration to improve fit:

(Permanent press can be taken up, but cannot be let down.)

10. Mrs. Smith has brought you a dress for alteration. The neckline is loose, and is very unbecoming because it is a scoop neckline. There is an additional unbecoming aspect of the garment--the waistline hangs below the belt in front of the dress.

Likely cause of the fitting problem: (Neck too big, may be because of narrow chest and waist too long, may be because of short waist.)

Should the alteration be made? ☒ Yes ☐ No ☐ Maybe

Steps in alteration to improve fit:

(Neck: 1) restitch facing at neck, crowding stitching by placing finger behind presser foot, 2) use darts to remove unwanted gaping, 3) if neck is bound, a yarn may be pulled through binding, easing in extra fullness, 4) facing may be made smaller by removing in front, cutting and seaming at center front, then restitching to dress front, easing in the dress front as stitching is done. Waist: Tie a cord around waist, mark waistline, take apart skirt and bodice in front, restitch on new waistline.)

11. The pale blue crepe dress fits the customer beautifully in the hips, waist and shoulder areas, but the dress pulls and draws across the bust. There are downward diagonal wrinkles from the bust to the waistline at the side seams.

Likely cause of the fitting problem: (Large bust)

Should the alteration be made? ☐ Yes ☐ No ☒ Maybe

Steps in alteration to improve fit.

(Alteration is possible only if there are deep enough seams, and if this is enough to provide the extra ease needed. Let out the underarm seams. Take another bust dart if necessary.)

12. The gray tweed skirt fits snugly around the hips. The customer likes this. However, she wants you to correct the way the skirt cups in at the back below the seat, and pokes out in front. She doesn't like the way the side seams swing to the front.

Likely cause of the fitting problem: (Large abdomen)

Should the alteration be made? ☐ Yes ☐ No ☒ Maybe

Steps in alteration to improve fit:

(Alteration may be made if there is enough hem to compensate for raising the skirt in front. 1) open up side seams and front waistline, 2) lift skirt front until the key grainline at the hips is even and the skirt falls in a straight line to the floor, 3) restitch side seams, 4) smooth extra fabric at waistline into short darts and side seams or into several unstitched tucks.

13. Mrs. Brown wants you to alter the lovely sheath dress she bought on sale. As she tries it on you note that the blouse is too long in back at the waistline. You also note that there are crosswise (horizontal) wrinkles in the skirt in back just below the waistline.

Likely cause of the fitting problem: (Sway back)

Should the alteration be made? ☒ Yes ☐ No ☐ Maybe

Steps in alteration to improve fit:

(Take off at the waistline of bodice. May also be taken off at shoulder. To correct the skirt, hollow out back waistline. Restitch. Note: A one piece dress is not good for people with this problem.)

14. A rather round young woman asks that a much loved orange skirt be let out. It used to fit so nicely, but with the weight she has recently gained it has become so tight she cannot sit down in comfort. You examine the two side seams and find that they are less than the usual 5/8 inch.

Likely cause of the fitting problem: (Not enough ease)

Should the alteration be made? ☐ Yes ☒ No ☐ Maybe

(Alteration could not be made because 1/4" must be left in seam.)

15. Slender and petite Mrs. Mayberry wishes to have a yellow shirt-waist dress altered. You examine the garment on her and note that the waistline drops down below the belt in both back and front.

Likely cause of the fitting problem: (She may be short waisted)

Should the alteration be made? ☒ Yes ☐ No ☐ Maybe

Steps in alteration to correct fit:

(Tie cord around waist. Mark new waistline seam. Take apart skirt and bodice. Restitch on new waistline.)

PATTERN ALTERATIONS PROBLEM

Your Name

Members of Group: _____

Body irregularity pad

DIRECTIONS:

1. Look for pattern alteration solutions to your assigned figure problem in EACH of the references on the reference shelf. Use your Pattern Alteration bulletin also.

How many DIFFERENT methods of pattern alteration did you find?

2. List reference in which each DIFFERENT method was found:

Author: _____

Sketch of pattern alteration:

Title: _____

Page numbers: _____

Author: _____

Sketch of pattern alteration:

Title: _____

Page numbers: _____

Author: _____

Sketch of pattern alteration:

Title: _____

Page numbers: _____

Author: _____

Sketch of pattern alteration:

Title: _____

Page numbers: _____

3. Select ONE method of pattern alteration for your problem. Teacher O.K. _____
4. Pin pad to dress form. Match the colored threads on the pad exactly with those on the dress form.
5. Place fitting tapes over pad at bust, waist, hips or neck as needed.
6. Examine area of the dress form to which the pad has been pinned.
- a. mark the highest point of the bulge on the dress form with pins.
 - b. measure the dress form over the bulge at the marked line:
_____Inches
7. Pin pattern back and front together, making sure that darts are pinned at stitching line and that seamlines are exactly matched.
- NOTE: You will fit only the waist or the skirt, not both, depending on your assigned fitting problem.
8. Place pattern on dress form, pinning in place at fitting tapes.
- a. mark the pattern with a line of pins at the highest point of the bulge. This will correspond with the line of pins placed on the dress form in step 6a.
9. Measure the pattern at marked line: _____Inches
10. Ease allowance:
- a. How much ease was allowed in original pattern?
_____Inches
 - b. how many inches will be needed in altered pattern for same proportionate ease allowance? _____Inches
Teacher O.K. _____
 - c. depending on size of bulge, additional depth, or length will be needed as well as width. How many inches will be needed in depth? _____Inches
Teacher O.K. _____
11. Slash and spread pattern according to your directions. Use tissue paper backing.
Teacher O.K. _____

12. Pin fit altered pattern on the dress form.

- a. will extra darts be needed or will darts need to be respaced?
- b. if so, explain how this should be done, and why.

Teacher O.K. _____

13. Demonstrate your pattern alteration to the class:

- a. pin pad on dress form
- b. pin pattern in place
- c. identify your source of information
- d. describe HOW you determined how much width and length should be added to pattern slashes
- e. describe HOW you made the pattern alteration
- f. show how to handle additional fabric by respacing or deepening darts.

PATTERN ALTERATIONS (Half-Size Patterns)

Name

DIRECTIONS:

Make the following pattern alterations in half-size patterns as demonstrated by the teacher. Use tissue paper backing.

Mount each altered pattern on construction paper. The color you will use will be specified for each alteration.

1. Pivoting dart in bodice front:
 - a. from bust to waist (yellow)
 - b. from bust to armseye (yellow)
2. Full bust (green)
3. Round shoulders (green)
4. Protruding abdomen (green)
5. Large back hips (green)
6. Flat chest (pink)
7. Small bust (pink)
8. Large upper arm (green)
9. One piece dress--sway back (pink)
10. Means of preventing cupping at seat in one piece dress with center back seam (green)
11. One hip higher (green)

For what reason are the alterations separated into three groups, as specified by the color on which they were mounted?

Green: (Method of slashing and spreading to add to pattern)

Pink: (Method of slashing and lapping to subtract)

Yellow: (No change in pattern dimensions. Pivoting of darts just changes dart placement)

PATTERN ALTERATIONS PROBLEMS

Name

DIRECTIONS: You may refer to any reference on the reference shelf.
You may not use your half-size pattern alteration folder.

1. In pin fitting the pattern to Mrs. Allan you discover that the side seam line swings toward the front and that the pattern is too tight across the abdomen.

Alter the appropriate half-size pattern.
Label and pin to sheet of paper numbered 1.

(Large abdomen)

2. Mrs. Black complains that there is always a horizontal wrinkle across the chest of her clothes. She has brought pattern and fabric to you. How will you alter her pattern?

Alter the appropriate half-size pattern.
Label and pin to sheet of paper numbered 2.

(Flat chest)

3. Mrs. Blevins is a very plump little lady who wishes to have a dress made for her. In pin fitting the sleeve pattern you discover that the sleeve is too tight in the upper arm. How can you correct this?

Alter the appropriate half-size pattern.
Label and pin to sheet of paper numbered 3.

(Large upper arm)

4. Mrs. Green has brought fabric and pattern to you for a dress. In pin fitting her pattern you discover that the plumb line swings toward the back. Also at the hipline the pattern falls short of the center back by 2 3/4 inches.

Alter the appropriate half-size pattern.
Label and pin to sheet of paper numbered 4.

(Large back hips)

5. How would you make an alteration for a full bust?

Alter the appropriate half-size pattern.
Label and pin to sheet of paper numbered 5.

(Large bust)

6. You have the measurements for Jody Jones for a prom dress which is to be made using a pattern for a knee length dress to be lengthened to floor length. The following figures alert you to a necessary alteration.

Skirt length--waistline to floor:

Center front--40 inches
Right side--38 inches
Center back--40 inches
Left side--40 inches

Alter the appropriate half-size patterns.
Label and pin to page numbered 6.

(One hip higher)

7. Mrs. Ray has brought her little very bent mother for measurement and pattern fitting. She tells you she would so like to have her new dress fit necely in the back neck and shoulder area.

Alter the appropriate half-size patterns.
Label and pin to page numbered 7.

(Round Shoulders)

PATTERN ALTERATION GUIDE SHEET

I. PATTERN FITTING		
	Yes	No
A. Are dart and seam lines matched exactly and pinned in place?		
B. Is pattern anchored with pins on fitting tapes (neck, bust, waist, hips) at center front and center back?		
C. Does shoulder seam lie along the top of the shoulder?		
D. Is shoulder seam correct in length?		
E. Do bust darts point to the crown of the bust curve?		
F. Is ease allowance appropriate?		
Chest _____		
Across shoulders _____		
Bust _____		
Waist _____		
Hips _____		
Sleeves _____		
G. Is length appropriate?		
Waist _____		
Skirt _____		
Sleeves _____		

II. METHOD OF ALTERATION

	Location	Number of Inches
A. Adding to seams		
B. Slashing and spreading		
C. Slashing and lapping		
D. Folding in tuck		
E. Moving darts		

III. CHECK LIST FOR PATTERN ALTERATIONS

	Yes	No
A. Have you maintained the pattern outline?		
B. Have you maintained the original grainline?		
C. Have you kept the original ease allowance?		
D. Have you altered <u>each</u> of the pattern pieces involved?		

CHECK LIST FOR GARMENTS

UNIT III. CLOTHES

Name of garment maker

Name of evaluator

Possible points	Check Score			
Area of Garment	4	3	2	1*
1. General appearance of garment.				
2. Pressing.				
3. Set-in sleeve, on grain, placed properly.				
4. Darts tapered and pressed. Threads secured.				
5. Seams correctly selected and correctly finished.				
6. Waistline seam placed and finished appropriately.				
7. Collars and cuffs appropriately finished and applied.				
8. Zipper correctly applied for fabric. Stitching neat.				
9. Facings properly applied. Clean finished. Understitched.				
10. Innerfacing correctly installed.				
11. Hems. Suitable depth, even, correct stitch used for fabric, style, garment use.				
12. Buttonholes. Evenly placed, correct size.				
13. Belt. Covered correctly for type of material. Smooth.				

- _____
* 4 Very Good
3 Good
2 Fair
1 Needs improvement

Area of Garment	4	3	2	1*
14. Buckle. Covered correctly.				
15. Fit on the owner of garment.				
16.				
17.				
18.				

Total Points _____

COMMENTS: _____

SLIDE SERIES ON ZIPPER APPLICATION*

<u>Slide No.</u>	<u>Description</u>
1.	(Title slide) Zipper Application
2.	Finished dress on girl - front view - medium range
3.	Finished dress on girl - back view - medium range
4.	Finished dress on girl - close-up shot of zipper
5.	Sections of dress and facing with shoulder seams joined
6.	Back of dress with center back seam joined below placket
7.	Close-up of placket with seam allowances pressed back
8.	Medium range shot of #7 showing entire length of center back seam.
9.	Close-up of facing showing finished outer edge
10.	Close-up of facing showing seam allowances pressed back
11.	Close-up showing facing pinned to neckline
12.	Close-up showing seam allowances being turned over facing
13.	Close-up showing seam allowances turned and pinned over facing
14.	Close-up showing stitched neckline seam
15.	Close-up showing the trimming of the neckline seam
16.	Close-up of trimmed and clipped neckline seam
17.	Close-up at machine showing method of understitching facing
18.	Medium range shot of facing after understitching
19.	Wrong side of dress showing facing turned to inside
20.	Zipper pinned to right side of placket - (right side of dress)
21.	Wrong side of dress showing handling of top of zipper tape
22.	Close-up at machine - stitching right side
23.	Close-up showing finished right side
24.	Left side of placket pinned over stitching on right side
25.	Close-up showing placket slip-basted
26.	Close-up showing method of stitching left side by hand
27.	Wrong side of dress showing handling of top of zipper tape
28.	Facing pinned over zipper tape - (wrong side of dress)
29.	Facing stitched over zipper tape by hand
30.	Close-up showing placement of hook and eye (wrong side)
31.	Right side of completed zipper at neckline
32.	Medium range shot of entire zipper
33.	Medium range shot of completed dress - back view

* An instruction sheet and a script were developed to accompany the slide series.

CENTER BACK NECK ZIPPER OPENINGS

1. Stitch center back seam from bottom of garment to bottom of placket opening.
2. Turn and press 1/2 inch fold on right back opening (entire length of zipper tape) and 5/8 inch fold on left back opening.
3. Finish lower edge of neck facing.
4. At center back, turn and press to underside a 5/8 inch fold on right back facing and one inch fold on left back facing.
5. Pin facing to neckline. Right facing will be 1/8 inch shorter than neckline. Left facing will be 3/8 inch shorter than neckline. REVERSE BODICE FOLDS in placket opening so that the raw edge of seam allowance covers the folded edge of the facing.
6. Stitch facing to neckline. Trim, clip, and understitch.
7. Turn center back folds to underside. Place right back fold on zipper, keeping the fold close to the zipper coils, but not close enough to interfere with zipper pull. Top of zipper should be 1/2 inch from neckline seam.
8. Using zipper foot, top stitch fold to zipper tape and full length of tape. There will be a 1/8 inch pleat in seam allowance near bottom of zipper.
9. Pin and baste left back in proper position. Top stitching (in step 8) should be concealed.
10. Stitch left back to zipper tape beginning at the bottom of tape and stitching across end. This may be done from underside or top side.
11. Turn facing over zipper tape and finish by hand.
12. Attach hook and eye at top, using buttonhole stitch.

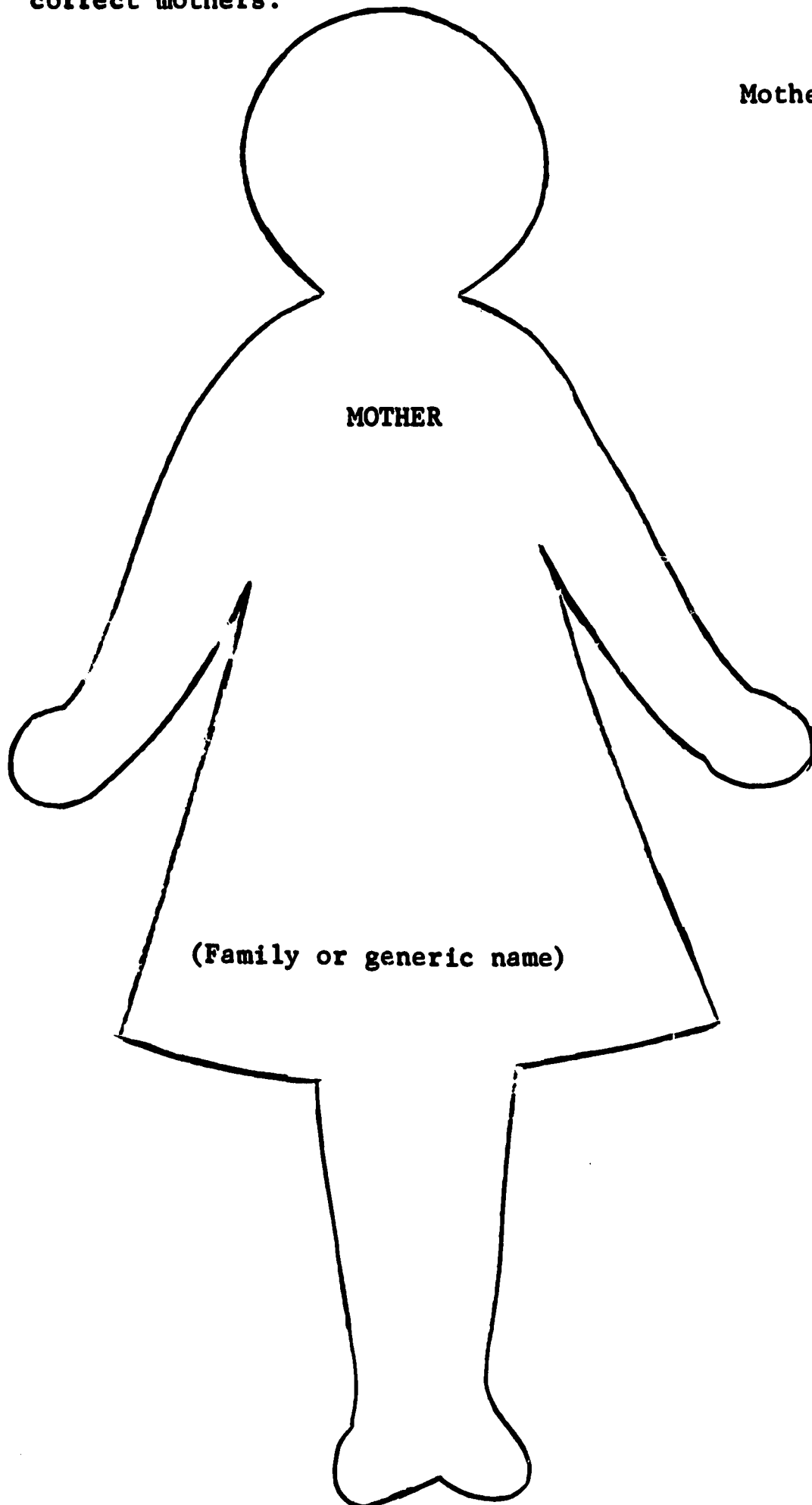
NAME OF PATCH OR DARN _____

<u>EVALUATION</u>		
	<u>Basis</u>	<u>My Score</u>
General appearance	5	
Inconspicuous	20	
Workmanship and durability	25	
	<hr/>	<hr/>
TOTAL POINTS	50	
This would be an appropriate patch or darn for _____		

UNIT V. TEXTILES

FIBER FAMILY GAME

Teacher discusses generic grouping of fibers. Uses doll cut outs and flannel board or bulletin board and pins to demonstrate family groupings. Later student teams contest to see who can group the most children with correct mothers.



Mothers will be:

Animal
Vegetable
Rayon
Acetate
Tri acetate
Nylon
Polyester
Acrylic
Spandex
Modacrylic
Glass



Polyester:
Dacron
Kodel
Fortel
Vycron

Children will be:

Animal:
silk
camel's hair
wool
mohair
cashmere
angora
alpaca

Acetate:
Chromespun
Estron

Tri-Acetate:
Arnel

Acrylic:
Orlon
Acrilon
Zefron
Zefkrome

Mod Acrylic:
Dynel
Verel

Vegetable:
cotton
linen
jute
roime
hemp

Rayon:
avisco
bemberg
cupioni
zantrell
lirelle
avrill

Spandex:
lycra
vyrene
glospun
Blue C
numa

Glass:
Fiber glass

Prepare a sheet similar to this for Burning Test -

GUIDE SHEET FOR BURNING TEST

Fabric number and Description	Appearance of Flame	Odor	Ash	Fiber you think this is
(as needed)				

BURNING TEST FOR FIBERS

Name

To do the experiment you will need the following:

1. Matches
2. Candle (Food warmer)
3. Small aluminum pie tin
4. Strip of aluminum foil
5. Tweezers
6. Packet of fabric samples
7. List of burning fiber characteristics
8. Guide sheet on which to record your observations

DIRECTIONS:

1. Carefully read through the list of burning fiber characteristics.
2. Place the aluminum foil out on the table before you. On this place all of your equipment.
3. Place the candle in the small pie tin.
4. Arrange your fabric samples in the order listed on the guide sheet.
5. Light the candle.
6. Using the tweezers, hold each fabric sample in the flame. Observe the appearance of the flame, the odor, and the ash. Write these down on your guide sheet in the appropriate places.
7. Compare your observations with the listed characteristics of the various burning fibers. Which fiber did your sample contain? Write your answer in the appropriate place on the guide sheet.

BURNING TEST FOR FIBERS

FIBER	FLAME	ODOR	ASH
COTTON	Large yellow flame; burns quickly, leaves creeping ember	Like burned paper	Light, feathery grayish ash; black ash denotes mercerized cotton
LINEN	Like cotton; sometimes slower burning if yarns are heavier, creeping ember	Like burned paper	Like cotton; sometimes heavier if yarn is thicker
WOOL	Small, slow flickering flame; sizzles and curls	Strong animal odor like burning feathers or hair	Crisp dark ash; irregular shape that can be crushed easily
SILK (Pure dye)	Burns slowly; ceases flaming when withdrawn from flame	Gives off an animal odor, but less pronounced than wool	Round, crisp, shiny black beads, easily crushed with fingers
SILK (weighted)	No flame; burned part becomes incandescent and chars	Same as pure silk	Screenlike skeleton of original sample
RAYON	Ignites quickly, like cotton, sometimes faster	Like burned paper	Like cotton No ash
ACETATE	Flames quickly; material puckers, sputters, melts; drips like tar	Acid, like vinegar	Brittle black ash, difficult to crush between fingers
ARNEL	Flames quickly, sputters, melts; flames drip like tar	Acid like vinegar	Brittle black ash, difficult to crush between fingers; like acetate
NYLON	Melts and shrinks from flame before burning, bubbles as it burns	Pungent acrid odor	Hard round bead that cannot be crushed, amber beads
DACRON FORTEL KODEL VYCRON	Melts before burning; burns slowly	Slightly sweetish, aromatic	Brittle, beady ash creamy in color

FIBER	FLAME	ODOR	ASH
ORLON ACRILAN	Melts; burns rapidly like acetate. Yellow flame, black smoke	Acrid	Hard black bead
ACRILAN	Melts; burns rapidly	Acrid	Hard black bead
DYNEL	Shrinks; will not support combustion	Disagreeable	Hardens; becomes brittle
CRESLAN	Melts	Acrid	Hardens
VEREL	Melts; shrinks from flame	Acrid	Hard black ash
ZEFRAN	Flames; sputters slightly	Acrid	Black ash that crushes easily
DARVAN	Melts and burns		Hard black bead
VICARA	Somewhat like wool	Burning chicken feathers	Small bead, easily crushed
SARAN	Melts, shrinks from flame; does not support combustion		Hard bead
FIBERGLAS	Will not burn; melts at temperature over 1,500° F.		Melts
METALLICS	Only the other fibers in the fabric burn		Metal ribbons
SPANDEX	Fuses but does not shrink away from flame. Burns with melting	Musty	Leaves a soft fluffy, gummy ash
ROIME JUTE	Yellow flame. Smolders with a creeping ember	Burning paper	Small fluffy gray ash
OLEFIN (Polypropylene, Polyethylene)	Fuses, shrinks and curls away from flame. Melts as it burns.	Polypropylene faint asphalt odor; Polyethylene burning paraffin odor	Hard, tough tan round bead

Fiber Characteristics

You will be given samples of fabrics.

Wool
Cotton
Rayon
Arnel
Nylon
Dacron
Orlon

1. Compare each fabric as to hand. Does it feel soft, smooth, warm, cool, crisp?

Wool _____

Cotton _____

Rayon _____

Arnel _____

Nylon _____

Dacron _____

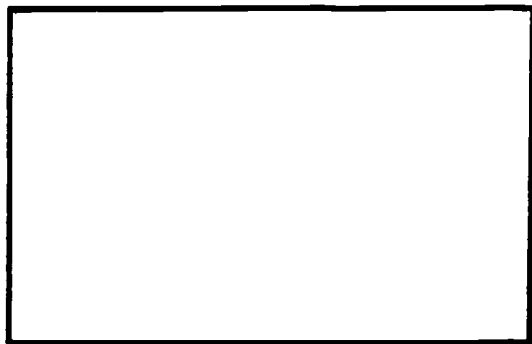
Orlon _____

2. Crumple each sample in your hand. Hold it tightly for a few seconds. Examine sample for wrinkles. Rate each sample for wrinkle resistance.

	Most		Least	
	4	3	2	1
Wool				
Cotton				
Rayon				
Arnel				
Nylon				
Dacron				
Orlon				

Sheets for Fabric Sample Notebook

Students mounted fabric samples given them by teacher. Teacher identified fiber. Other information students found in reference materials.



Fabric Name: _____

Fiber Content: _____

Fabric Construction: _____

Fabric Finish: _____

Sewing Instructions: _____

Fabric Care: _____

FABRIC FINISHES

A. Shrinkage Control

Directions:

1. You will be given two fabric samples: (1) unbleached muslin, and (2) sanforized cotton fabric.

From each fabric cut a 4" x 6" sample. Carefully measure the samples.

2. Label your samples with pencil:
 - a. Mark the lengthwise and crosswise grain
 - b. Write your name in pencil on sample
3. Soak samples in warm water for 15 minutes.
4. Hand-wash with detergent. Rinse.
5. Place samples in dryer. (Samples of entire class will be dried at one time.)
6. Steam press samples.
7. Measure samples.

Unbleached muslin _____ x _____ inches.

Sanforized cotton fabric _____ x _____ inches.

- a. Unbleached muslin _____ x _____ inches.

Did the crosswise threads shrink? ____yes ____no.

Did the lengthwise (warp) threads shrink? ____yes ____no.

- b. Sanforized cotton _____ x _____ inches.

Did the crosswise thread shrink? ____yes ____no.

Did the lengthwise thread shrink? ____yes ____no.

8. How do you explain the difference in the shrinkage of the two fabrics?

9. How do you explain the difference in the shrinkage of crosswise (filling or warp) and lengthwise (warp) threads?

B. Finishes for Stain Repellency

Equipment: (1) Two 3" x 3" squares cotton fabric
(2) Scotchguard spray
(3) Paper towels
(4) Colored water and salad oil

Directions:

1. Write your name in pencil on both samples.

On one square write "treated."

2. Place sample labeled "treated" on paper towel. Spray it with "Scotchguard" until it feels wet.
3. Let sample dry one-half hour (or until next day).
4. Place both samples on paper towel.

Pour a few drops of colored water and salad oil on both samples.

5. Record the results:

Untreated square:

Treated square:

If you wanted:

1. If you wanted a white sweater, which would be warm, stay white, retain its shape, and be easy to care for, which fiber would you be interest in?
2. If you wanted draperies that would resist fading, be easy to care for, which fiber would you choose?
3. If you wanted a fabric that would be shrink resistant, what would you look for on the label?
4. If you wanted a water repellent and stain repellent finish, what would you look for?
5. If you wanted a strong and sturdy fabric that would wear well, which weave would you look for?
6. If you wanted baby clothes which would be absorbent and easy to launder, which fiber would you choose?

UNIT VI. SPECIALIZED SEWING

Name

DIRECTIONS:

This is a test of your ability to figure drapery yardages. Do not discuss these problems with your neighbor. You may use your drapery bulletin for help.

DRAPERY PROBLEM

Mrs. Lambert has brought to you a drapery panel which she wishes to have copied. At the hem end the panel measures 120" wide. From the top of the heading to the hem the measurement is 52". Drapes are to be made for 3 windows. Fabric is 45" wide and has been pre-shrunk. A 3/8" seam will be used to join the strips.

1. How many windows are there? _____
2. How many panels to a window? _____
3. How many panels all together? _____
4. How much is the seam allowance for joining the strips? _____
5. How much will be the hem allowance for the side hems? _____

allowance for one side + allowance for other side

6. What is the total fabric width needed for each panel? _____

Finished panel width
+ seam allowance
+ side hem allowance
= Total width of fabric needed

7. How many strips will be needed in each panel? _____

$$\frac{\text{width of fabric}}{\text{Total width needed in panel}} = \text{No. strips}$$

8. How many strips will be needed all together? _____

Number strips needed in each panel
X number of panels
= Number of strips needed all together

9. How long will a strip be? _____

Finished length of drape
+ heading allowance
+ hem allowance
= Total length of strip

10. How many yards of fabric will be needed? _____

$$\begin{array}{r} \text{Length of one strip (in inches)} \\ \times \text{Number of strips needed} \\ \hline = \text{Number inches needed} \end{array}$$

$$\begin{array}{r} \text{= Total number yards needed} \\ 36 / \text{_____} \text{Number inches needed} \end{array}$$

11. How many inches of crinoline will be needed in one panel? _____

$$\begin{array}{r} \text{Panel width} \\ + \text{amount turned back side hem} \times 2 \\ \hline = \text{Total number inches in one panel} \end{array}$$

12. How many yards of crinoline will be needed all together? _____

$$\begin{array}{r} \text{Number of inches for one panel} \\ \times \text{number of panels} \\ \hline = \text{Total number inches for one panel} \end{array}$$

$$\begin{array}{r} \text{= Total number of yards needed} \\ 36 / \text{_____} \text{Total number inches} \end{array}$$

DRAPERY PROBLEMS

Name

Mrs. Dreamer has asked you to make apron length drapes for 2 windows in her family room. The plain rods measure 105" around the rod from one side of the window to the other. It is 52" from the top of the rod to the bottom of the apron. Fabric is 45" wide, and is NOT preshrunk.

1. How many windows are there? _____
2. How many panels to one window? _____
3. How many panels all together? _____
4. How wide will one panel need to be? _____

Rod width divided by 2 gives space panel will cover. Space covered by panel X 2 will give fabric needed for fullness, seam allowance, and side hem allowance.

5. How many strips will be needed in one panel? _____

$$\text{Width of fabric} \quad \underline{\hspace{1cm}} \quad / \quad \frac{\text{No. strips}}{\text{Width of Panel}} \quad \underline{\hspace{1cm}}$$

6. How many strips will be needed all together? _____

$$\begin{array}{r} \text{Number strips needed all together} \\ \times \text{ number of panels} \\ \hline = \text{Total number of strips} \end{array}$$

7. How long will a strip be? _____

$$\begin{array}{r} \text{Length from top of rod to apron} \\ + 12" \text{ for heading, hem and shrinkage} \\ \hline = \text{Total length of strip} \end{array}$$

8. How many yards of fabric will be needed? _____

$$\begin{array}{r} \text{Total length of strip (in inches)} \\ \times \text{Total number strips} \\ \hline = \text{Total number of inches needed} \end{array}$$

$$\begin{array}{r} \text{= Total number of yards needed} \\ 36" / \underline{\hspace{1cm}} \text{ Total number of inches needed} \end{array}$$

9. How many yards of crinoline will be needed? _____

$$\begin{array}{r} \text{Width of panel in inches (Finished)} \\ + 4" \text{ for 2" turn back on either side for added stiffness} \\ \hline = \text{Total needed for one panel} \end{array}$$

$$\begin{array}{r} \text{Total needed for one panel} \\ \times \text{Number of panels} \\ \hline = \text{Total number of inches} \end{array}$$

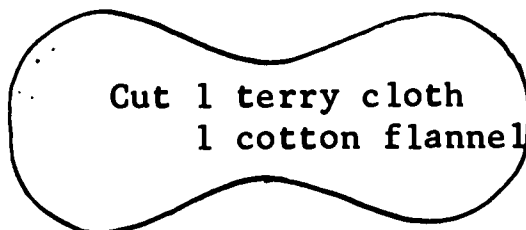
$$\begin{array}{r} \text{= Total number of yards} \\ 36" / \underline{\hspace{1cm}} \text{ Total number of inches} \end{array}$$

INFANT'S DIAPER, BURP BIB AND BATH BLANKET

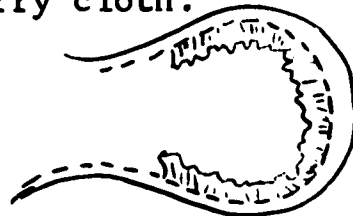
MATERIALS: Cotton flannel, terry cloth, lace, ribbon, matching thread, two packages bias binding with lace trim attached.

BURP BIB:

1. Cut out Bib

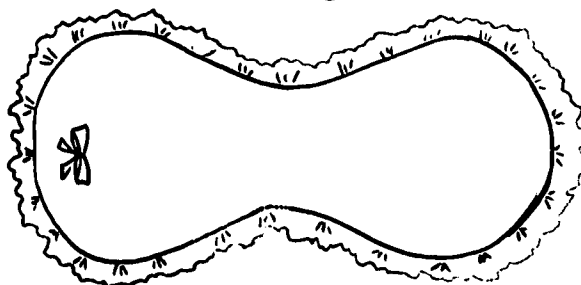


2. Stitch lace at seam line on one piece of terry cloth.



3. Stitch two sides together. Clip seam. Turn to right side. Hand stitch opening.

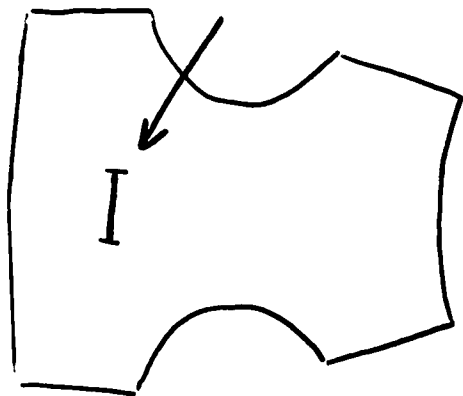
4. Stitch tiny ribbon bow at one end.



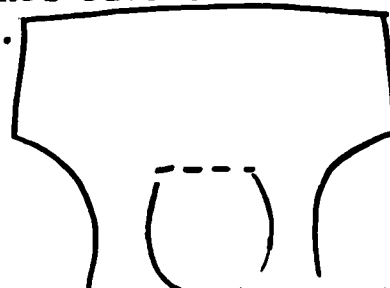
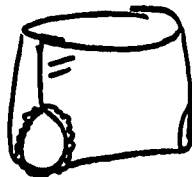
DIAPER:

1. Cut out diaper and padding flap. Use flannel for one side, terry cloth for other.

2. Mark line of stitching for padding flap on cotton flannel side.



3. Stitch around curved edges of padding flap. Trim seams. Turn to right side. Turn under seams on padding flap end, and stitch to cotton flannel side on the marked line.



4. Stitch cotton and terry cloth sides of diaper together, leaving opening on one end for turning.

5. Turn diaper to right side. Close opening with slip stitch. Lace may be stitched to curved leg area for trim.

BATH BLANKET:

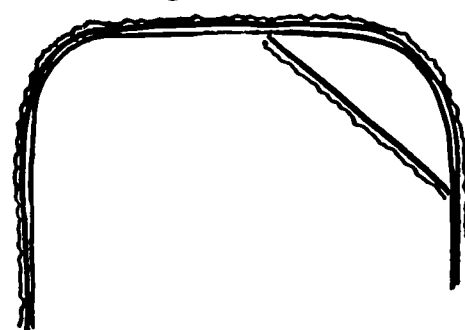
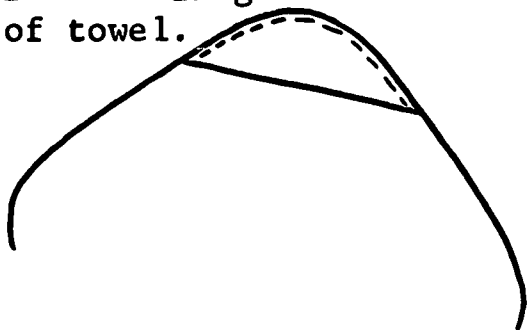
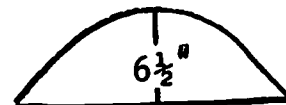
1. Cut curved corners on 36"x36" square of terry cloth.

2. Cut triangle of terry cloth. Bind the longest edge.



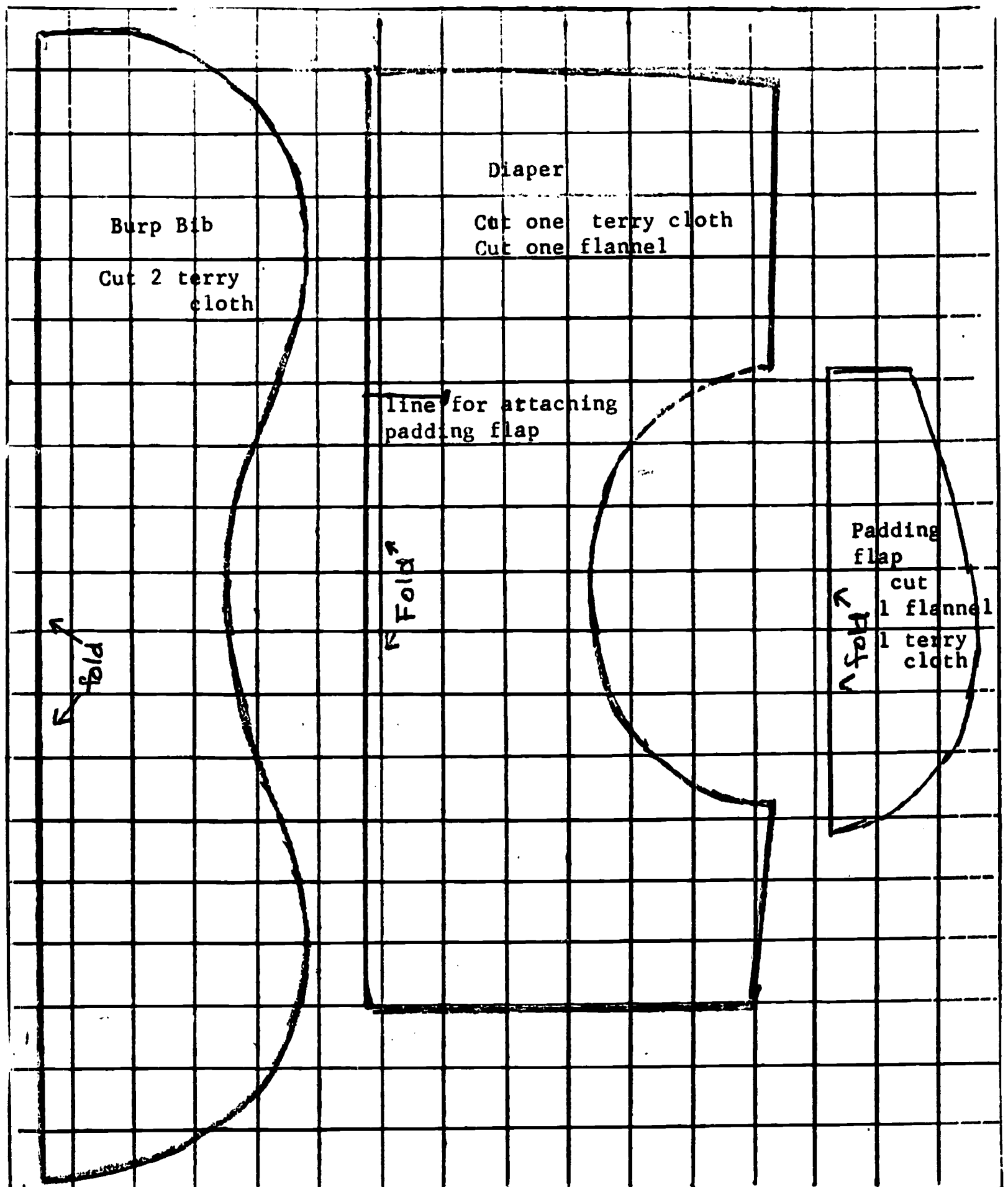
3. Baste triangle to one corner of towel.

4. Bind entire edge of the towel.



PATTERNS FOR INFANT DIAPER AND BURP BIB

Each square equals one inch



CHILDREN'S CLOTHES
ASSIGNMENT SHEET

Directions: Make 5 sketches showing the application of trim to the following dress styles:

1. Dress dropping from a straight yoke
2. Empire Dress
3. Dropped Waist
4. Basque (waist line at normal waist)
5. A-Line

Cut patterns for the following:

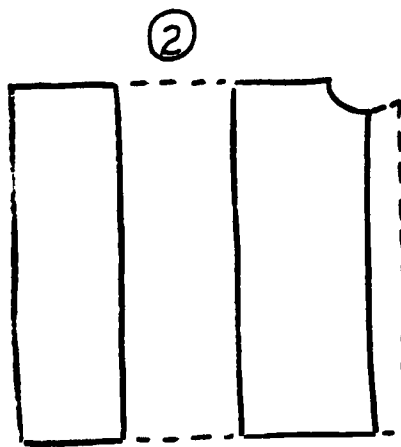
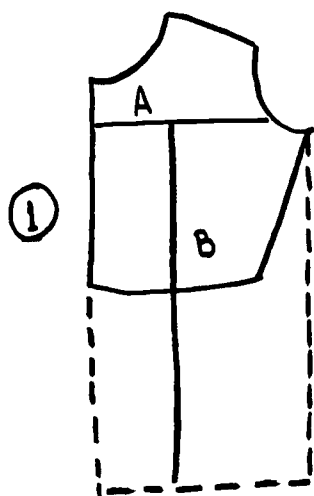
1. Empire dress

- A. With Gathered Skirt (Use "How to Sew for Children")
- B. With Flared Skirt

2. Dropped waist (Use "How to Sew for Children")

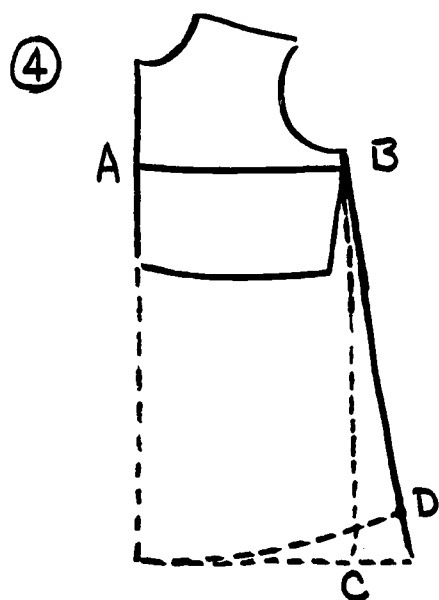
3. Dress dropping from a yoke.

- a. Cut pattern apart on Line A (illustration 1).
 - b. Add $\frac{5}{8}$ " seam to both yoke and skirt.
 - c. Cut lower portion of pattern desired length. (For size 4 the finished length is 20")
 - d. Slit lower portion of pattern at line "B", and spread, allowing for gathered fullness, pinning pattern sections to piece of paper. Allow approximately 3" for each half of pattern, front and back, and $1\frac{1}{2}$ " under each arm, for a $\frac{1}{2}$ " finished box pleat at underarm (Illustration 2).
 - e. Gather at top of lower half of pattern, until it fits the upper section. (Illustration 3).
- Round yoke may be used in exactly the same manner.



4. A-line Dress

- a. Add measurement of skirt to waist (for a size 4 the finished length is 20"). (Illustration 4)
- b. Use tailor's square to draw line from A to B, and from B to C. (Illustration 4)
- c. Measure 4" from C to D. Connect B and D with straight line. (Illustration 4)
- d. Measure up from D about $1\frac{1}{2}$ inches to E. Using curve stick, draw a curving line from center front or center back to E.



UNIT VII

MEASUREMENT CHART

Name _____ Date _____

Phone, Home _____ Business _____

Address, Home _____ Business _____

Pattern Size _____

Measurement Chart	Individual Measurements	Pattern Measurements	Adjustments + or -	Fin. Dress Measurements
BUST				
Over Bust				
Under Bust				
WAIST				
Back Waist length				
Front Waist length				
Shoulder				
Front skirt length				
Back skirt length				
Finished dress length				
Sleeve, slder. to elbow				
Sleeve, elb. to wrist				
Around upper arm				
Around 3/4 lth. sleeve				
Wrist Measurement				
Raise or lower darts				
FROM FLOOR TO HEMLINE				

NOTES:

WORK FILE CARD

In order to keep an efficient record, a card should be made up to keep track of the time spent on each job, so that you can have an accurate record on which to base charges. This can be very simple. Give each job a number, as entered on a customer's card, and fill in only the pertinent information.

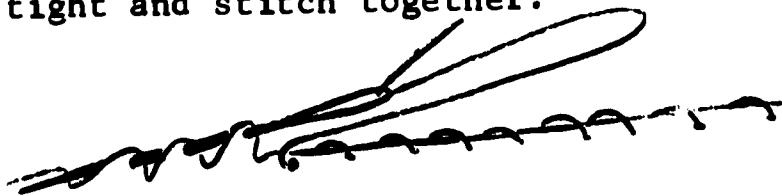
HERE IS A SAMPLE WORK FILE CARD:

Job number	_____
Job received on	_____
	(date)
Bill paid	_____
	(date)
Hours worked	_____
Materials supplied	_____
Cost	_____
Bill rendered	_____
	(date)
	\$ _____
	(amount)

INEXPENSIVE EQUIPMENT

Seam Roll (Useful for pressing full length of skirt or pants seams)

1. Cut strip of unbleached muslin 10" x 27"
2. Stitch seam full length of roll.
3. Turn right side out.
4. Make a 5/8" wide fold to inside on each end of roll.
5. Using size 30 thread and needle make gathering stitch around one end. Pull tight and stitch together.

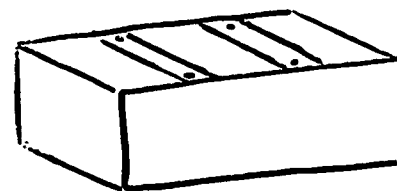


6. Carefully pack saw dust into roll "jacket".
7. Repeat steps 4 and 5 at top of roll.
8. Cut a 10" strip of 1/2" wide twill tape. Fold into loop. Stitch into place at top of roll.

Risers for Cutting Table

Materials: Newspapers, string, lightweight canvas.

1. Determine height that table needs to be raised. Stack folded newspaper together to achieve height needed.
2. Tie newspaper bundles tightly with string.
3. Cover with canvas. Make loops at top for easier handling.



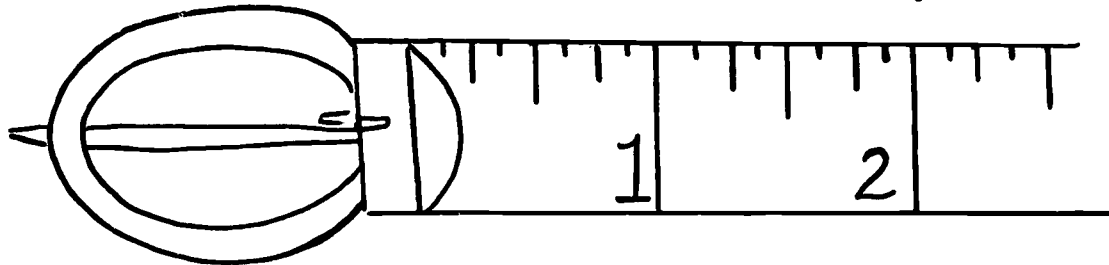
Individual Waste baskets

Convenient individual waste baskets for the sewing machine can be made by cutting one quart plastic bleach containers into the appropriate shape. Determine the depth needed, and the size of opening to hang on machine drawer knob. Carefully draw line around container indicating position of "loop" for machine drawer knob. Cut with sharp scissors. Basket might be decorated with plastic tape or glued on fabric scraps.

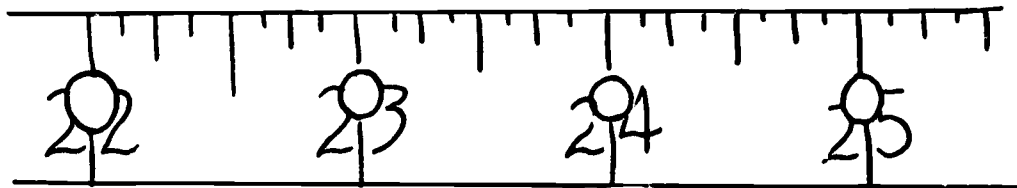
Tape for measuring waist for belt size

Materials: Fabric measuring tape, grosgrain ribbon, belt buckle, eyelets, eyelet punch.

1. Stitch grosgrain ribbon on one side of the measuring tape, leaving two inches of ribbon at the 1" end.
2. Attach belt buckle to ribbon at 1" end of tape.



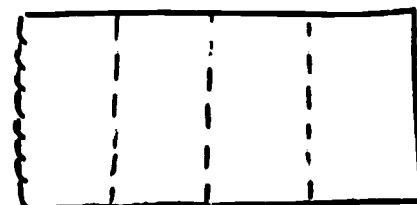
3. Using eyelet punch, insert eyelets every inch beginning at 22" mark.



Cutting Board

Materials: Corrugated mattress boxes available from furniture store; foam or heavy flannel padding to cover one side; unbleached muslin and/or print fabric to cover both sides.

1. An overall measurement of 45" x 72" provides a convenient working surface. Push pins may be used to anchor patterns and fabric in place on padded board both by hand and electric scissors. The board is made in sections and is collapsible so that it may be easily stored in a cabinet or closet.
2. Divide total length by four. The length of one section times the width will be the size you will cut the eight corrugated cardboard sections. Pencil mark the size on the cardboard. Tape two pieces together so that you have four sections.
3. Using the overall measurement plus about $\frac{3}{8}$ " for ease allowance in width and 5" for added length, make a cover for the cardboard sections. One side might be a floral print, the other side unbleached muslin. Stitch the two sides together, leaving one end open. Turn to right side.
4. Push one section into end of cover. Using zipper pressure foot, machine stitch cardboard into place.
5. Push in the sections 2 and 3. Machine stitch into place.
6. After the fourth section is in place, hand stitch the opening closed.
7. Straight lines may be drawn on muslin side for use in grain placement.



**RATING SHEET FOR GAINFUL EMPLOYMENT
STUDENTS IN CLOTHING SERVICES**

Student's Name	Establishment	Supervisor	Date
	Grade Period	1 2 3 4	

Please indicate the degree most applicable to the student by placing
a check in the appropriate column to the right of each trait listed.

AFFIRMATIVE TRAITS

	Degree				Degree		
	High	Med.	Low		High	Med.	Low
COOPERATION				ATTITUDES			
Shows sincerity and interest				Indicates enthusiasm			
Observes (store) rules				Feels it important to do a job well			
Cooperates willingly				Shows loyalty to firm			
Works well with employer				Maintains cheerful dis- position			
DEPENDABILITY				INDUSTRY AND INITIATIVE			
Sticks to job through difficulty				Takes pride in completing job			
Assumes responsibility				Works continuously			
Gets to work on time				Shows ambition for advancement			
Does dependable job though supervisor not at hand							
MANNERS AND APPEARANCE				QUALITY OF WORK			
Wears clean, neat clothes				Ability to follow direc- tions			
Wears clothes appropriate for job				Skill in using sewing machine			
Shows courtesy to customers				Skill in applying hand stitches			
Shows consideration for other employees				Accuracy			
Maintains poise							

NEGATIVE TRAITS

	High	Med.	Low		High	Med.	Low
Headstrong				Has to be told what to do			
Talks too much				Wastes time while on job			
Talks too loudly				Chews gum			
Uses alibis				Complains about not feel- ing well			
Indifferent to his work				Talks about personal life			

REMARKS : _____

Signature of Supervisor

GAINFUL EMPLOYMENT INFORMATION SHEET

GAINFUL EMPLOYMENT IN SERVICES

Name: _____ **Age:** _____ **Grade:** _____

Address: _____ **Telephone:** _____

Birthdate: _____
Month Day Year

Mother's name: _____

Address: _____ **Telephone:** _____

Occupation:

Business Address: _____ **Telephone:** _____

Father's name: _____

Address: _____ **Telephone:** _____

Occupation: _____

Business Address: _____ **Telephone:** _____

With whom do you reside? Parents: _____ Guardian: _____

If you reside with Guardian please give the above information requested for parents.

List the name and age of brothers and sisters:

SCHEDULE OF CLASSES

<u>First Semester</u>		<u>Second Semester</u>	
Class	Teacher	Class	Teacher
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

Bus Number: _____ Lunch Hour: _____ Locker Number: _____

First: _____ **Second:** _____
Third: _____ **Fourth:** _____

List the Extra-Curricular Activities in which you engage:
Activity Day or Time

_____	_____
_____	_____
_____	_____

List the hours you could work:

Afternoons: _____ Evenings: _____ Weekends: _____

List names and addresses of five persons who will know how to locate you for the next five years:

	<u>Name</u>	<u>Street</u>	<u>City</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

Statement of occupational objective:

(Each student must have an occupational objective related to the gainful employment course for which he or she is enrolled.)

Signed: _____
(Student)

Parental Permission:

_____ has my permission to enroll in the
(Name of Student)

Gainful Employment course in _____ services. Which will
include working ten to fifteen hours a week: Signed: _____
(Parent or Guardian)

Approved: _____
(Teacher)

Employer: _____

Job Description: _____

Place of Employment: _____ Telephone: _____
(Address)

SUGGESTIONS FOR AN ADVISORY COMMITTEE

Clothing Services

The advisory committee should be an unbiased group with its members representing the various socio-economic levels within the community. It is suggested that a minimum of one person should be selected from each of the following groups:

BUSINESS

Alterationist
Dressmaker
Dry cleaner owner or manager
Personnel director of a department store
Store owner or manager
Executive of a clothing factory

COMMUNITY AGENCIES

Health and Welfare Office
Employment Agency
Social Security Office
City or County Official
Indian Service
Hospital Staff

HOMEMAKERS

Young adult
Middle age
Older age
Homemaker with children
Employed homemaker

SCHOOL PERSONNEL

Superintendent
Principal
Guidance counselor
Distributive education
Distributive business
Curriculum specialist

PROFESSIONAL

Home demonstration agent
Home service representative
Other homemaking teachers
Home economist in business

The advisory committee should be chosen for a specific purpose and for a specified length of time. Some of the functions of an advisory committee are listed below:

Actively support the program
Interpret the program to the community
Attend committee meetings
Suggest and help secure resource people
Advise, rather than make decisions
Assist in evaluating the program
Assist with surveys

VOCATIONAL CLOTHING SERVICE

JOB RECORD

Student _____ Firm Name _____

Store Owner, Manager, or Dept. Head _____

Weekly Period _____ to _____ 19__

Type of Training _____

DAY	JOBS PERFORMED	HOURS WORKED	WAGES PER HOUR	TOTAL EARNED
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

SALARY PER HOUR FOR WEEK \$ _____ TOTAL HOURS FOR WEEK _____

SALARY PER WEEK \$ _____ TOTAL HOURS ACCUMULATED _____

ACCUMULATED SALARY \$ _____

TOTAL SALARY TO DATE \$ _____

What was the most interesting on-the-job experience you had this week?

OVERVIEW TO WORLD OF WORK

1. Scope. A Suggested Curriculum Guide for Orientation to the World of Work was developed to be used with high school students at the 11th and 12th grades as a part of the training program for each of the three areas - Child Care, Clothing, and Food Service. Major emphases included are an introduction to the world of work, youth and women in today's labor force, securing a job, and success on the job.

Length of program - Four to six weeks as one of the units in the year's program in each of the three areas. It may be taught as a separate unit and/or combined throughout the year with the units for each of the three areas. Since it is a part of the total year's program no additional credit is recommended.

2. Purpose. The purpose of this unit is to acquaint students with the world of work and help them to take their places in it.

3. Overall Objectives for the Unit.

To become interested in the development of competencies for employment.

To develop some understanding of today's world of work and the socio-economic conditions and technological developments involved.

To recognize and develop qualities which contribute to securing and holding a job.

To develop some skill in serving effectively in the world of work.

To develop a positive attitude toward work as a part of life and a desirable segment of education.

4. Need Based on Survey Finding. The survey indicated that there was a need for providing students with an orientation to the world of work. While some unique personal characteristics were desired by employers of the three areas, Child Care, Clothing, and Food Service, there was an overlapping of many characteristics desired in workers. All employers felt that personal appearance, good grooming and cleanliness were important. All were interested in the attitude of workers toward their work. Clothing and Food Service employers ranked honesty as the most important single personal characteristic. Many of the employers indicated a specific interest in having students study a unit on orientation to the world of work.

5. Use of Materials. The materials herein presented are intended for use as a guide to the teacher in organizing and teaching a unit, "Orientation to the World of Work." Each teacher will want to assess her own experiences and competencies, the needs and opportunities in her own community, and the needs and capabilities of her students before outlining her program. A survey of the community will be helpful as well as the appointment and use of an advisory committee.

As each individual teacher plans her program she should carefully review the objectives, concepts, generalizations, learning experiences, and evaluation methods and select those most appropriate for her situation. These should be adapted and supplemented to meet the needs of her students. Specific suggestions follow for each of the component parts of the framework used in developing each curriculum.

Behavioral Objectives - It is recommended that these be cooperatively developed by the teacher and student after the teacher has prepared a tentative list of objectives to be included. Objectives have been stated to include both the specific behavior and the content and include specific behavior in the cognitive, affective, and psychomotor domains. Overall objectives are stated in the overview with more specific objectives being included for each concept.

Concepts - Concepts are the big overall ideas and subconcepts are used for breakdown of the broader, more inclusive term, phrase or key idea. No attempt was made to include a complete or all-inclusive list of either concepts or subconcepts.

Generalizations - Two types are listed, the first being considered overall for the purpose of guiding the teacher in selection of learning experiences, evaluation methods, etc. The second Student Generalization is presented as an example of the type of generalization which it is hoped that students would be able to state as a result of the learning experiences provided. In most instances the teacher could expect students to be able to state several generalizations.

Evaluation - Emphasis should be placed on cooperative evaluation and self-evaluation techniques.

Resource materials should be supplemented by those available in the classroom.

UNIT I - TODAY'S LABOR FORCE

OBJECTIVES: To develop an understanding of the gainful employment program in home economics.

To acquire knowledge of the increasing importance of youth in the labor force.

To understand the nature of problems peculiar to women who work.

To develop awareness of current and future changes in the labor force.

To become aware of factors influencing the decision to work and problems associated with work.

GENERALIZATIONS: The gainful employment program in home economics contributes to the employability of youth.

The occupational revolution has resulted in large numbers of women and youth entering the labor force.

Lack of mobility and stability of women and youth in the labor force contributes to an intermittent work pattern.

Current technological changes require training and retraining in order to hold a job.

Problems created by work often affect the decision to work.

Subconcept A. GAINFUL EMPLOYMENT

Experiences:

... Bulletin Board: "A Job for You."

... Study and discuss the socio-economic conditions affecting employment such as:

industrialization

affluent economy

urbanization

specialization

population explosion

mass communication

increased life span

improved transportation

family more consuming than producing unit

increased number of gainfully employed women

... Discuss the effect of technological changes upon employment, i.e., computers, automation, job obsolescence, retraining.

... Discuss the introduction, adoption, and role of the Vocational Education Act of 1963.

- ... Acquaint students with other vocational programs in the school.
- ... List contributions that vocational and technical training have made to the economy of the nation.
- ... List contributions that the gainful employment program can make to the student, the community, and the nation.

Student Generalization:

- ... Vocational training can lead to a job.

Evaluation:

- ... Individual essays on the purposes of gainful employment.

Subconcept B. YOUTH IN THE LABOR FORCE

Experiences:

- ... Bulletin Board: "The YOU in YOUTH."
- ... Study graph comparing figures representing this year with figures representing 20 years ago for (1) number in labor force (2) number of youth in the labor force (3) number of women in labor force.
- ... Discuss implications of the increasing numbers.
- ... Study and discuss the implications of current socio-economic condition and technological change for beginning workers such as:
 - level of education
 - training and retraining
 - creation of new job
 - use of leisure time
 - education for family living
- ... Make a list of reasons why people work placing particular emphasis on youth and women.
- ... Talk to people in the community to find out why they chose their particular job and location.
- ... Discuss levels of jobs and equate the educational training for each:

unskilled	skilled
semi-skilled	technical
	professional

Student Generalization:

- ... Education and skill are required for beginning workers in our country today.

Evaluation:

- ... Students check list of reasons for working. (Sup. Mat.)

Subconcept C. WOMEN IN THE LABOR FORCE

Experiences:

- ... Bulletin Board "Predicted Life Pattern for a Girl of Today."

- ... Discuss reasons for increasing numbers of women in the labor force.
- ... Compare role of women at turn of the century with the role of women today.
- ... Draw papers from hat revealing statistics in regard to women in the labor force. Discuss each fact.
- ... Discuss desirable and undesirable characteristics of women in the labor force from the employer's point of view.
- ... Interview working women with the dual role of working and homemaking.
- ... Contrast problems of married and single workers.
- ... Discuss possible ways of solving these problems.

Student Generalization:

- ... A girl is likely to work outside her home sometime during her life.

Evaluation:

- ... Essay "Important Considerations in Determining When to Work Outside the Home."

RESOURCES

Resources	Subconcept		
	A	B	C
Albrecht			X
Zapolean			X
<u>Pamphlets:</u>			
American Women			X
Education for a Changing World of Work	X	X	
Management Problems of Home-makers Employed Outside the Home			X
What's New About Women Workers			X
Working Women Who Are They			X

UNIT II - SECURING A JOB

OBJECTIVES: To become aware of job opportunities available to students in the community.

To become familiar with various methods of applying for employment.

GENERALIZATIONS: Knowledge of possible job opportunities provides a basis for job preparation.

Effective application procedures contribute to success in acquiring a job.

Subconcept A. JOB OPPORTUNITIES

Experiences:

- ... Survey community for possible job opportunities. Consult local or state employment service for additional suggestions.
- ... Periodically check want ad section of newspaper to find job opportunities.
- ... Have individual reports on the different methods of locating job leads.
- ... Bring a current event related to gainful employment for women with vocational or technical training and discuss implications.
- ... Make a study of occupations which would be particularly suited to women. Keep a running list of all occupations available for women today.
- ... List factors which should be considered in selecting a job. Individual students check those which would be most important to them.

Student Generalization:

- ... In order to get a job you need to know the possible opportunities.

Evaluation:

- ... Have students list a number of job opportunities in the community.

Subconcept B. JOB APPLICATIONS

Experiences:

- ... Listen to principal, high school counselor, employment service representative, or other guest speaker on how to get a job.

- ... Explain how to write a letter of application.
- ... Practice writing letters of application.
- ... Discuss what facts should be included in a personal resume to enclose with letters of application.
- ... Prepare a personal resume.
- ... Discuss ethics in selecting appropriate references to list on resume or application forms.
- ... Bulletin Board: "Important Points to Remember in Filling Out Application Form."
- ... Practice filling out application form.
- ... Bring to class photos appropriate for application picture. Discuss qualifications for application pictures. Determine which picture is best for an application photo.
- ... Have telephone company representative demonstrate phone manners in applying for a job or making arrangements for an interview.
- ... Study references on clothing suitable for job application and interview. Present fashion show of appropriate and inappropriate dress for interview.
- ... Role play introductions and interviews. Use tape recorder to evaluate and improve voice quality.
- ... Prepare skit "Good Questions - Poor Questions to Ask on Interviews."
- ... Have counselor interview students using application form that they have filled out previously.
- ... Report to class on an actual interview with a prospective employer.

Student Generalization:

- ... Knowing what to expect helps one to be at ease in a job interview.

Evaluation:

- ... Have students draw for a job. Have one student interview the other. Evaluate this performance.

RESOURCES

Resources	Subconcept	
	A	B
Peake		X
Peskin		X
<u>Pamphlets:</u>		
How To Get the Job		X
Making the Most of Your Job Interview		X

UNIT III - SUCCESS ON THE JOB

OBJECTIVES: To develop qualities necessary for success in employment.

To understand types of and reasons for payroll deductions.

To recognize factors involved in wise money management.

GENERALIZATIONS: Being well groomed results in increased self-confidence and respect from others.

Good health habits and proper diet result in energy and enthusiasm for work.

Acceptable work relationships contribute to success on the job.

An understanding of payroll deductions contributes to personal satisfaction and success on the job.

Successful money management contributes to security.

Subconcept A. PERSONAL APPEARANCE

Experiences:

... Bulletin Boards:

"Groomed for the Job"

"A Pretty Girl is Like a Melody"

"Keys to Good Grooming"

"One Flower Doesn't Make a Bouquet"

... Have school or county health nurse talk to class regarding how health habits and proper diet affect appearance and cleanliness.

... Study the relationship of mouth hygiene to health and grooming.

... Have physical education teacher talk on good posture and demonstrate ways to improve posture. Practice posture exercises for a period of time.

... Bring to class a list of pet peeves about poor grooming. Mix lists. Read one item at a time and discuss. From list develop check list for students to evaluate themselves.

... Show movie or filmstrip on grooming.

... Encourage beginning of individual improvement notebook with pictures, measurements, check sheets, goals, etc.

... Demonstrate manicuring, hair styling, and make-up as needed by the group.

... Discuss how to emphasize best features and camouflage figure faults.

Student Generalization:

... Other people judge a person first on his appearance.

Evaluation:

... Evaluate self on grooming check lists over period of time.

Subconcept B. PERSONAL DEVELOPMENT

Experiences:

- ... Have students make evaluation sheets of desirable and undesirable personal qualities. Refer to it again at end of unit.
- ... Have students make lists of qualities they think employers will expect of them.
- ... Have a panel of prospective employers discuss qualities desired in employees.
- ... Compare students' list with qualities emphasized in panel discussion.
- ... Buzz groups quickly list annoying mannerisms they have observed in others.
- ... Discuss how attitude toward work affects success on the job.
- ... Discuss importance of acceptable work relationships between:
 - employee - employer
 - employer - employee
 - employee - customer
- ... Emphasize the place of loyalty, responsibility, courtesy, tolerance, consideration, etc.
- ... Role play personality conflicts in work situations and ways to avoid or solve conflicts.
- ... React to "Case Studies on Obtaining and Holding a Job."

Student Generalization:

... The ability to get along with people is helpful in keeping a job.

Evaluation:

... List 15 qualities to help keep a job; also 15 ways to lose a job.

Subconcept D. PAYROLL DEDUCTIONS

Experiences:

- ... Have Certified Public Accountant explain standard deductions for all employees and the reasons for them.
- ... Use flannel board or overhead transparencies to explain Social Security.
- ... Have employer explain fringe benefits and their cost to the employee. (e.g., vacation, insurance, profit sharing.)
- ... Study income tax manual to see how to fill out income tax form.

Student Generalization:

... Money earned should be recorded promptly and accurately in order to use for filling income tax form.

Evaluation:

... Analyze fictitious pay check. Explain reasons for difference between gross pay and take home pay.

Subconcept E. MONEY MANAGEMENT

Experience:

- ... Make a survey to determine approximate costs of living for a person (1) living at home (2) living alone (3) living with a roommate.
- ... List additional expenses created by work such as clothing or uniforms, bus fare or automobile expense, child care, and extra help at home.
- ... Study and discuss budgets. Plan a budget for oneself.
- ... Visit a local bank to learn about banking procedures. Practice writing checks and balancing bank statements.

Student Generalization:

... A budget helps a person to use money more wisely.

Evaluation:

... Write a paragraph telling how you plan to spend your earnings.

OVERALL EVALUATION: Use self-evaluation devices such as "Are You Ready for Work," "My Job Success Trait," "What Do You Have to Offer?"

ORIENTATION TO THE WORLD OF WORK

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DESCRIPTION OF RECRUITMENT SLIDES*

Slide No.	Description
1.	(Title slide) Two Aspects of Home Economics
2.	(Title slide) Aspect A - Homemaking
3.	(Title slide) Aspect B - Gainful Employment
4.	(Title slide) Learn As You Earn
5.	(Title slide) Child Care Services, Clothing Services, Food Service
6.	Students at work in a day care center
7.	Students at work in a kindergarten
8.	An alterationist at work in a large department store
9.	A dry cleaning establishment where students might work
10.	A restaurant where students might work
11.	A drive-in restaurant
12.	(Title slide) Class Work and On-the-Job Training
13.	Teacher assists student in filling out a job application
14.	Student and prospective employer engaged in job interview
15.	Student working with live children in child care class
16.	Student telling story with aid of flannel board
17.	Students experimenting with paints and large brushes
18.	Clothing services student making satin pillowcases
19.	Student pressing during the construction process
20.	Customer ordering satin pillowcases
21.	Food service student working at range
22.	Two students making individual pies
23.	Field trip to child care center
24.	Field trip to alteration department in large department store
25.	Field trip to school cafeteria
26.	(Title slide) On-the-Job Training
27.	Student "checking in" the children at a day care center
28.	Student working in the opportunity school for trainable retarded children.
29.	Student working in the alteration section of a dry cleaning establishment
30.	Student assisting in alteration room of speciality shop
31.	Student cleaning grill in drive-in restaurant
32.	Student preparing food in restaurant
33.	Student keeping record of hours worked
34.	(Title slide) What next?
35.	Student on his job as night manager of a drive-in restaurant
36.	Student on her job of caring for four children

* A script was developed to accompany the slides and the series was used during pre-enrollment for recruitment of students.

Why Do I Want To Work?*

1. Of the following reasons for working, check the four (4) reasons that are of most importance to you.

_____ to achieve success
_____ to gain personal development
_____ to earn money
_____ to have fellowship and companionship
_____ to have self-satisfaction and accomplishment
_____ to please parents, friends, or other people
_____ to be of service to mankind

2. Of the following factors to consider when choosing a job, check the five (5) factors that you consider most important.

_____ security in keeping the job
_____ amount of training required
_____ location
_____ working conditions
_____ benefits such as vacation, sick pay, insurance
_____ possibilities for advancement and promotion
_____ type of work - interesting
_____ number of hours worked
_____ amount of pay
_____ status of job

3. Rate these outlooks on work in the way that you feel they apply to you. The one you feel is most applicable to you would be numbered 1 and the one you feel is least applicable to you would be numbered 5.

_____ would be proud to have a job

* Berry, Margaret Ann. "Attitudes and Interests of High School Homemaking Students Toward Gainful Employment For Clothing Services." (Unpublished M.S. thesis, Oklahoma State University, 1967.)

- _____ would avoid all work possible
- _____ would find satisfaction in working
- _____ would have prestige in having a job
- _____ would take pride in work

What Kind of Work Would I Like?*

After reading each job characteristic below,
 Mark in column one (1) if it is a characteristic that you would like.
 Mark in column two (2) if it is a characteristic that you would not like.

	Like	Not Like
1. Work in which I would do an identical task every day		
2. Work in which I am mostly seated		
3. Work that puts me in contact with many different people		
4. Work that involves association with both adults and children		
5. Work in which I must keep up-to-date on new products		
6. Work where I try to please customers		
7. Work where competition is keen		
8. Work in which I develop several skills		
9. Work that is located in a busy, unglamorous place		
10. Work that gives satisfaction from having improved something		
11. Work in which my job would be only part-time		
12. Work in which there is great pressure to meet deadlines		
13. Work where type of dress does not matter		
14. Work in which no decisions are necessary		
15. Work in which my only contacts are other employees		
16. Work that demands rapid production		
17. Work in which my opinions and decisions are necessary		
18. Work in which I receive appreciation for what I have done		

*Berry, Margaret Ann. Attitudes and Interests of High School Homemaking Students Toward Gainful Employment For Clothing Services. (Unpublished M.S. thesis, Oklahoma State University, 1967).

	Like	Not Like
19. Work in which I may do some selling		
20. Work in which maintenance of customer goodwill is essential		
21. Work that must be done in a business establishment		
22. Work where neat dress is required		
23. Work where major decisions are made by someone more experienced		
24. Work where I could have a variety of activities .		
25. Work that can be done in or near a homelike atmosphere		
26. Work in which there is opportunity for advancement		
27. Work in which I would be mostly on my feet . . .		
28. Work that involves only adults		
29. Work in which I manage my own time and energy . .		
30. Work that demands imagination and resourcefulness		
31. Work done by machine		
32. Work in which I have responsibility for handling money		
33. Work that is scheduled by customer demand		
34. Work that includes completion of a product . . .		
35. Work done by hand		
36. Work that involves only one part of something . .		
37. Work where noise is always present		
38. Work where competition is keen		
39. Work that allows me to be mostly alone		
40. Work that is definitely a specified number of hours per week		
41. Work for which I am trained in one skill		
42. Work in which salary is guaranteed		
43. Work in which many others are present		
44. Work that allows opportunity for overtime		
45. Work that is in a clean, decorated establishment		
46. Work in which my speed, ability, and output determine salary		
47. Work that involves many employees		
48. Work that takes me into other people's homes . .		
49. Work that involves only a few employees		
50. Work that involves various upkeep procedures . .		

CONCEPTS OF WORK

ASSIGNMENT: Divide up into groups and discuss various concepts of work. Analyze how each may influence a person's attitude toward work and his ability to perform work successfully.

1. Work is drudgery.
2. Work is lowly.
3. Man is designed for labor.
4. All play and no work makes Jack a dull boy.
5. Idleness is despair.
6. Work is honorable, dignified, and necessary.
7. Work gives meaning to life.
8. Only through dedicated work does man fulfill his purpose.
9. Man's perfection is in his work.
10. Work is the best wonder drug God ever gave to man.
11. No man needs sympathy because he has to work.
12. Every man's work shall be made manifest.

EMPLOYEE EVALUATION REPORT

(This form is sent out to the employer each grade check period)

COMPANY _____ EMPLOYEE _____
 SUPERVISOR _____ DATE _____ GRADE PERIOD _____

HOW DO YOU EVALUATE THE EMPLOYEE ON THE FOLLOWING POINTS? BE SURE TO CONSIDER EACH CHARACTERISTIC SEPARATELY.

	POOR	FAIR	GOOD	EXCELLENT	UNOBSERVED
I. PRODUCTION EFFICIENCY Amount of standard quality work he is capable of producing	_____	_____	_____	_____	_____
II. INITIATIVE Ability to proceed with job without constant supervision	_____	_____	_____	_____	_____
III. MENTAL ALERTNESS Ability to work with new ideas and to solve problems	_____	_____	_____	_____	_____
IV. COOPERATIVENESS Ability to work with others and win good will of other employees	_____	_____	_____	_____	_____
V. RESPONSIBILITY General attitude toward job and company	_____	_____	_____	_____	_____
VI. LEADERSHIP Ability to direct activity to others and handle new problems	_____	_____	_____	_____	_____
VII. HONESTY Attitude toward company time and property	_____	_____	_____	_____	_____
VIII. ATTENDANCE Record for arriving at work on time and staying on the job unless excused	_____	_____	_____	_____	_____

VOCATIONAL EDUCATION RATING SHEET

Will you please complete the following and return within 5 days

TRAINEE _____ **Date** _____

ATTENDANCE:	Excellent	Satisfactory	Unsatisfactory
-------------	-----------	--------------	----------------

Regular	(Excellent)
Occasionally Absent	(Satisfactory)
<u>Excessive Absense</u>	<u>(Unsatisfactory)</u>

ADJUSTMENT:

(Does this trainee) go about his work cheerfully?

Understand what is included in his duties?

Associate acceptably with fellow employees?

Manifest an interest in his work?

**Contribute toward the welfare
of your organization?**

YOUR GRADE OF THIS STUDENT (Please Circle)
(See explanation below)

A B C D E F

Explanation of Grading System:

<u>Grade Symbol</u>	<u>Degree of Achievement</u>	<u>Explanation</u>	<u>Percentage of total</u>
A	Superior	Approximately 90% of all marks are lower	10%
B	Above average	Approximately 70% of all marks are lower	20%
C	Average	Approximately 30% of all marks are lower	40%
D	Below average	Approximately 15% of all marks are lower	15%
E	Minimum passing mark	Approximately 5% of all marks are lower	10%
F	Unsatisfactory	Approximately No credit	5%

TRAINING AGENCY _____

RATED BY _____

POSITION _____

CONFIDENTIAL RATING REPORT FOR IN-SCHOOL EMPLOYEES

Report on _____ TO _____
(Name)
Work Station _____
Length of time at this work station _____

Please check the grade of work which you feel this student has done on the job. Above average, average, or below average.

PLEASE CHECK	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
<u>Follows Directions</u>			
<u>Speed and amount of work</u>			
<u>Accuracy</u>			
<u>Interest In Work</u>			
<u>Cooperation</u>			
<u>Enthusiasm</u>			
<u>Dependability</u>			
<u>Courtesy and Tact</u>			
<u>General Appearance</u>			
<u>Confidence in Himself</u>			
<u>Regularity in Work</u>			
<u>Punctuality</u>			
<u>Rate of Improvement</u>			

Does he do (only, more than, less than) what he is asked to do? _____

If he has any contacts with the public in his work, does he get along well? _____

In what ways does he need to strive most for improvement? _____

PERSONAL RATING CHART
Student Trainee

Student's Name	Date	Grade Period	Semester
Training Station	Student-trainee's Sponsor		

In rating this student, please mark (x) the column that is the most applicable after each trait listed.

AFFIRMATIVE TRAITS

CO-OPERATION

- Shows sincerity and interest ☐
- Observes stores rules ☐
- Co-operates naturally and willingly ☐
- Works harmoniously with employer or supervisor. ☐
- Works harmoniously with other employees. ☐

DEPENDABILITY

- Sticks to the job through difficulties ☐
- Assumes responsibility ☐
- Gets to work on time ☐
- Returns from lunch or relief on time ☐
- Does a dependable job, though supervision is not at hand . . . ☐

MANNERS AND APPEARANCE

- Wears clean, neat clothes. ☐
- Wears appropriate clothes for job. ☐
- Shows courtesy to customers. . . . ☐
- Shows consideration for other employees. ☐
- Speaks in a refined voice. ☐
- Maintains poise. ☐

QUALITY OF WORK

- Shows skill and accuracy ☐
- Suggests additional merchandise. . ☐
- Tries to make customer satisfied . ☐

ATTITUDES

- Indicates enthusiasm for work. . . ☐
- Asks for constructive criticism and help ☐
- Welcomes suggestions wholeheartedly. ☐
- Feels that it is important to do a job well. ☐
- Shows loyalty to firm. ☐
- Maintains cheerful disposition . ☐

INDUSTRY AND INITIATIVE

- Takes pride in completing job. . ☐
- Works continuously ☐
- Studies merchandise when there are no customers ☐
- Does stock work. ☐
- Shows ambition for advancement . ☐

OBSERVATION AND MEMORY

- Observes customer types. ☐
- Observes trends in customer's tastes ☐
- Observes selling points in merchandise. ☐
- Remembers prices ☐
- Remembers stock locations. . . . ☐
- Remembers customers and their names. ☐
- Remembers customer's need and wants. ☐

NEGATIVE TRAITS

- Headstrong. ☐
- Talks too much. ☐
- Talks too loudly. ☐
- Requires tact in handling ☐
- Alibis. ☐
- Indifferent to his work ☐

- Has to be told things to do ☐
- Wastes time while on the job. . . . ☐
- Chews gum ☐
- Complains about not feeling well. . ☐
- Talks about personal life ☐

Remarks: _____

**INTERVIEW SCHEDULE FOR BUSINESS ESTABLISHMENT INVOLVING
CLOTHING SERVICES**

Part A

GENERAL INFORMATION OF INTERVIEWEE

1. Name of firm _____
Address _____
Telephone _____
2. Name of person interviewed _____
Position of person interviewed _____
3. Number of persons your firm employs in
clothing construction (sewing) services: _____
4. How much are workers paid? By the hour _____
 By the day _____
 By the week _____
5. Workers are employed Full Time _____ (Hours per week) _____
 Part Time _____ (Hours per week) _____
6. What are worker's benefits other than wages? _____

Part B

SPECIFIC DUTIES AND PRICES CHARGED

7. What are the specific duties of employees? (Check frequency of performance
on following chart.) (F-Frequently, S-Sometimes, N-Never).
8. Which of these duties would you expect trainee to perform?
9. What is minimum price charged to customers for clothing services?

7. Specific duties of employees.
8. Which duties "trainees" would perform.
9. Charges to customers for services.

Duties	(7) Employees			(8) Student Trainees	Minimum (9) Price Charged
	F	S	N		
ALTERATIONS					
Fit to determine alteration					
Make alteration under fitter's direction					
Determine and make alteration					
Womens Wear					
Skirt hem					
Straight skirt lined					
Straight skirt unlined					
Full skirt					
Replace zipper					
Shorten permanent press garments					
Adjust waist line					
Side seams					
Zipper not involved					
Zipper & hem involved					
Adjust sleeve length					
Line skirt - full					
half					
Narrow shoulders					
Reline Coat					
Coat hem					
Renovate or remake garment					
Men's Wear					
Trousers					
Adjust waist					
Adjust length					
Shorten crotch					
Taper legs					
Replace zipper					
Replace pockets - full					
Replace pockets - half					
Coats					
Side seams					
Adjust sleeve length					
Shorten					
Lower collar					
Shoulders					
Reline					
Shirts					
Cut off & hem sleeves					
Shorten sleeves at cuff					
Turn collar					
Taper sides					

Duties	(7) Employees			(8) Student Trainees	Minimum (9) Price Charged
	N	S	F		
REPAIR					
Mend, Darn, Patch					
Reweave					
Sew on buttons, snaps, hooks & eyes					
NEW CONSTRUCTION					
<u>Women's Clothing</u>					
Skirt					
Lined					
Unlined					
Blouse					
Dress - casual daytime					
Dress - Dressy - lined					
Dress - Dressy - unlined					
Evening dress lined					
Evening dress unlined					
Suit - lined					
Suit - unlined					
Coat					
Robe					
Other					
<u>Children's Clothing</u>					
Play clothes					
Dresses					
Coats					
Other					
<u>Special Occasion</u>					
Bridal Gowns					
Bridal attendants					
Special costumes					
Uniforms					
Other					
SPECIFIC SERVICES					
Bound Buttonholes					
Machine Buttonholes					
Belt & buckle covering					
Button covering					
Other					
HOUSEHOLD FURNISHINGS					
Draperies - lined					
Draperies - unlined					
Curtains					
Pillows - decorative					
Other					
OTHERS					

Part C DESIRED PERSONAL CHARACTERISTICS AND ABILITIES OF TRAINEES

10. Do you have difficulty filling vacancies with qualified people? 10. Yes____ No____

11. Which of the following characteristics do you consider most important in hiring a worker in clothing services?

	Check	Comment
Age	_____	_____
Appearance	_____	_____
Education	_____	_____
Experience	_____	_____
Marital Status	_____	_____
Personality	_____	_____
Other	_____	_____

12. Following is a list of work abilities and personal qualities. Indicate which of these are important in a person who does clothing service work for you.

Use this scale: (1) of little importance
(2) of some importance
(3) of great importance

_____	High standards of work
_____	Neat habits of work
_____	Accuracy of work
_____	Speed of work
_____	Ability to profit from constructive criticism
_____	Ability to work under pressure
_____	Ability to get along with others
_____	Willingness to do routine work
_____	Careful attention to detail
_____	Ability to take orders
_____	Creative imagination
_____	Self confidence
_____	Alertness
_____	Patience
_____	Adaptability
_____	Perseverance
_____	Tact
_____	Initiative
_____	Promptness
_____	Responsibility
_____	Honesty
_____	Good health
_____	Good grooming
_____	Poise
_____	Conversational ability
_____	Pleasant voice

Part D WILLINGNESS TO COOPERATE AND PARTICIPATE IN TRAINING PROGRAM

13. Would you be willing to cooperate with local high school in setting up a training program for workers in sewing services by

Advising _____
Demonstrating _____
Evaluating _____

14. Would you be willing to allow students in the training program to observe and assist without pay for a short time?

14. Yes _____ No _____

15. Would you be willing to provide part-time work experience for the students in training?

15. Yes _____ No _____

16. Would you be willing to arrange trainee's work schedule to fit her class schedule?

16. Yes _____ No _____

17. Which hours would you prefer trainee work?

Weekdays 3:30 - 5:30 _____
All day Saturday _____
Half day Saturday _____
Evening 7:00 - 9:00 _____

18. How much would trainee be paid?

By week _____
By day _____
By hour _____

19. How many trainees could be employed at one time? _____

20. What equipment would trainee be expected to operate? _____

21. Comments:

**INTERVIEW SCHEDULE FOR INDIVIDUALS PERFORMING SEWING SERVICES IN
THEIR HOMES (Home Seamstresses)**

Part A

PERSONAL INFORMATION OF INTERVIEWEE

Date of Interview _____ Time _____

1. Name of seamstress _____
Address _____ Telephone _____
2. How long have you been doing sewing services for pay?

2.	1 yr. or less	_____
	2-3 years	_____
	3-4 years	_____
	4-5 years	_____
	5-10 years	_____
	10 years or more	_____
3. How did you get started in this career? _____

4. How did you build up a clientele? _____

5. Have you ever advertised your services? 5. Yes _____ No _____
6. If answer to 5 is Yes, in what way did you advertise?

6.	Newspaper	_____
	Directories	_____
	Posters	_____
	Notice on bulletin boards	_____
	Announcements to clubs	_____
	Radio	_____
7. Was advertising effective in bringing you customers? 7. Yes _____ No _____
8. What specialized training have you had in construction techniques?

8.	None	_____
	Mother	_____
	Home Ec. in High School	_____
	1 year	_____
	2 years	_____
	3 years	_____
	4-H Club	_____
	College	_____

Part B PERSONAL QUALITIES AND WORK ABILITIES FOR CLOTHING SERVICE WORKERS

9. Following is a list of personal qualities and work abilities. Indicate which of these are important in a person performing sewing services for other people by checking (1) of LITTLE importance
(2) of SOME importance
(3) of GREAT importance

Qualities or Abilities	(1) of LITTLE importance	(2) of SOME importance	(3) of GREAT importance
High standards of work			
Neat habits of work			
Accuracy of work			
Speed of work			
Ability to profit from constructive criticism			
Ability to work under pressure			
Ability to get along with others			
Willingness to do routine work			
Careful attention to details			
Ability to take orders			
Creative imagination			
Self confidence			
Alertness			
Patience			
Adaptability			
Perseverance			
Tact			
Initiative			
Promptness			
Responsibility			
Honesty			
Good health			
Good grooming			
Poise			
Conversational Ability			
Pleasant voice			

Part C CONSTRUCTION PROCEDURES, EQUIPMENT, AND SERVICES PERFORMED

10. Evaluate the importance and usefulness to you of the following construction procedures.

Procedures	(1) of LITTLE use	(2) of SOME use	(3) of GREAT use
1. Pin fitting garments for alteration			
2. Measuring individuals for determination of pattern alteration			
3. Altering patterns to take care of figure problems			
4. Pin fitting pattern to individual figure			
5. Combining 2 or more patterns to make new pattern			
6. Making variations in a pattern to create a new pattern or design			
7. Covering Buttons			
8. Covering belts and buckles			
9. Making bound buttonholes			
10. Putting in a zipper			
11. Selecting seams and finishes for various garments			
12. Recognizing good fit in a garment			
13. Lining a garment			
14. Setting in sleeves			
15. Knowing characteristics and properties of various fabrics			
16. Applying principles of design			
17. Sewing on buttons, snaps, hooks & eyes			
18. Knowing appropriate hand stitches and where to apply them			
19. Making decorative details - cording, frogs, arrowheads, etc.			
20. Making set-in pockets (bound edges)			

11. Evaluate the usefulness to you of the following equipment:

Equipment	(1) of LITTLE use	(2) of SOME use	(3) of GREAT use	REMARKS
Steam iron				
Tailor's iron				
Steam press				
Ironing board				
Sleeve board				
Tailor's ham				
Pressing mitt				
Seam board				
Pounding board (clapper)				
Needle board				
Cloth iron mitt				
Cutting board				
Pinking shears				
Electric scissors				
Dressmaker shears 6-8"				
Scissors - 4"				
Seam ripper				
Tracing wheel				
Dressmakers carbon				
Tailor's chalk				
Chalk pencil				
Pins				
Needles - size -				
Wrist pin cushion				
Pin cushion				
Emery				
Thimble				
Tailor's square				
Yardstick				
Seam guage				
Tape measure				
Hem marker				
Sewing machine				
Blind Stitch Machine				
Power machine				
Other				

12. Following is a list of sewing services. Check the frequency with which you do these services and give minimum price charged to customers.

Service	F	S	N	Minimum Price Charged
ALTERATIONS				
<u>Women's wear</u>				
Skirt hem				
Straight skirt - lined				
Straight skirt - unlined				
Full skirt				
Replace zipper				
Shorten permanent press garments				
Adjust waist line				
Side seams				
Zipper not involved				
Zipper & hem involved				
Adjust sleeve length				
Line skirt - full				
Line skirt - half				
Narrow shoulders				
Reline coat				
Hem coat				
Renovate or remake garment				
<u>Men's Wear</u>				
Trousers				
Adjust waist				
Adjust length				
Shorten crotch				
Taper legs				
Replace zipper				
Replace pocket - full				
Replace pocket - half				
Coats				
Side seams				
Adjust sleeve length				
Shorten				
Lower collar				
Shoulder				
Reline				
Shirts				
Cut off & hem sleeve				
Shorten sleeve at cuff				
Turn collar				
Taper sides				
REPAIR				
Mend, Darn, Patch				
Reweave				
Sew on buttons, snaps, hook & eyes				

	F	S	N	Minimum Price Charged
NEW CONSTRUCTION				
<u>Women's Clothing</u>				
Skirts - lined				
unlined				
Blouse				
Dress - casual, daytime				
Dress - Dressy - lined				
Dressy - unlined				
Evening Dress - lined				
unlined				
Coat				
Robe				
Other				
<u>Children's Clothing</u>				
Play clothes				
Dresses				
Coats				
Other				
<u>Special Occasion</u>				
Bridal gowns				
Bridal attendants				
Special costumes				
Uniforms				
Other				
SPECIFIC SERVICES				
Bound Buttonholes				
Machine Buttonholes				
Belt & buckle covering				
Other				
HOUSEHOLD FURNISHINGS				
Draperies - lined				
unlined				
Curtains				
Pillows - decorative				
OTHERS				

Part D

AMOUNT OF TIME EMPLOYED AND FINANCIAL RETURNS

13. Judging by the number of hours you work, do you feel you work on a part time or full time basis?

Part time _____ Full time _____

14. Can you estimate the amount you earn an hour? or week? 14. No _____
 Less than \$1.00 _____
 \$1.00 _____
 \$1.50 _____
 \$2.00 _____

15. From which service do you feel you earn more for time expended?

Alterations _____
 New Construction _____
 Household Articles _____
 Special Occasion _____
 Special Services _____

Part E WILLINGNESS TO COOPERATE IN DEVELOPMENT OF TRAINING PROGRAM

16. Would you be willing to cooperate with local high school in setting up a training program for workers in sewing services by
 Advising _____
 Demonstrating _____
 Evaluating _____

17. Would you be willing to allow students in the training program to observe and assist without pay for a short time? 17. Yes _____ No _____

18. Would you be willing to provide part-time work experience for the students in training? 18. Yes _____ No _____

19. Would you be willing to arrange trainee's work schedule to fit her class schedule? 19. Yes _____ No _____

20. Which hours would you prefer trainee work?
 3:30-5:30 weekdays _____
 All day Saturday _____
 Half day Saturday _____
 Evening 7:00-9:00 _____

21. How much would trainee be paid?
 By the hour _____
 By the day _____
 By the week _____

22. How many trainees could be employed at one time? _____

23. What equipment would trainee be expected to operate? _____

Comments:

INTERVIEW SCHEDULE FOR HOMEMAKERS CONCERNING CLOTHING SERVICES

Part A PERSONAL INFORMATION OF INTERVIEWEE

1. Date of Interview _____ Interview Time _____
2. Name _____
3. Address _____ Telephone _____
4. Marital Status: Single _____ Married _____ Divorced _____ Widowed _____
5. Do you work outside the home?

No	_____
Part-time	_____
Full-time	_____
6. Personal Age group:

20-29	_____
30-39	_____
40-49	_____
50-59	_____
60 or over	_____

Part B CLOTHING SERVICES USED BY YOU

1. Which of the following Services are done by you and which by someone else?
Note reason for dissatisfaction.

Services	Check (x) if <u>you</u> do these services.	Check (x) if <u>someone else</u> does these services	Check (x) if you have been DISSATISFIED with these services.	Please state reason for dissatisfaction in order to help us in teaching such a course.
ALTERATIONS				
<u>Women's Wear</u>				
Rehem or adjust hem				
Skirt				
Dress				
Coat				
Adjust waist line				
Take up or let out side seams				
Change shoulders				
Change sleeve length				
 Other				

Services	Check (x) if you do these services.	Check (x) if someone else does these services.	Check (x) if you have been DISSATISFIED with these services.	PLEASE state reason for dissatisfaction in order to help in teaching such a course.
<u>Men's & Boy's Wear</u> Adjust trouser length Adjust trouser waist Cut off shirt sleeves Other				
REPAIR				
<u>Women's Wear</u> Lingerie Replace zipper Mend, darn, patch, etc. Other				
<u>Men's & Boy's Wear</u> Underclothes Pajamas Shirts Jeans Replace pockets Replace zippers Mend, darn, patch, etc. Other				
LAUNDRY				
Household linens Shirts Machine wash Hand wash Iron Press Dry Clean Dry cleaning place Coin operated				
NEW CONSTRUCTION Adults Teenagers Subteens Children Costume Uniforms Other				

Services	Check (x) if you do these services.	Check (x) if someone else does these services.	Check (x) if you have been DISSATISFIED with these services.	PLEASE state reason for dissatisfaction in order to help in teaching such a course.
SPECIAL SERVICES				
Covered buttons				
Covered belts & buckles				
Button holes				
Draperies				
Curtains				
Slipcovers				
Others				

Part C DESIRED PERSONAL CHARACTERISTICS AND ABILITIES OF TRAINEES

1. Following is a list of personal qualities and work abilities. Indicate which of these are important in a person who does clothing service work for you.

Qualities or Abilities	(1) of LITTLE importance	(2) of SOME importance	(3) of GREAT importance
High standards of work			
Neat habits of work			
Accuracy of work			
Speed of work			
Ability to profit from constructive criticism			
Ability to work under pressure			
Ability to get along with others			
Willingness to do routine work			
Careful attention to details			
Ability to take orders			
Creative imagination			
Self confidence			
Alertness			
Patience			
Adaptability			
Perseverance			
Tact			
Initiative			
Promptness			
Responsibility			
Honesty			
Good health			
Good grooming			
Poise			
Conversational ability			
Pleasant Voice			

Part D WILLINGNESS TO COOPERATE AND PARTICIPATE IN TRAINING PROGRAM

1. Would you be willing to provide work experience by allowing students in training in Clothing Service to work for you? 1. Yes _____ No _____
Yes, but no present need _____
2. If answer is no, state reason why. _____

3. Would student:
 - Be expected to work in your home _____
 - Be expected to do work at school _____
 - Either _____
4. What specific work would you expect student to do?
 - Alterations _____
 - Repairs _____
 - Dressmaking _____
 - Draperies _____
 - Curtains _____
 - Washing _____
 - Ironing _____
 - Pressing _____
 - Dry Cleaning _____
 - Others _____
5. How many hours a week would you expect trainee to work?
 - 1 or more _____
 - 2 or more _____
 - 3 or more _____
 - 4 or more _____
 - 5 or more _____
 - 6 or more _____
 - 7 or more _____
 - 8 or more _____
 - Just occasionally _____
6. Would you be willing to pay trainees a fair price or the going rate of the community? 6. Yes _____ No _____
7. Would you prefer to pay for services?
 - By Contract price _____
 - By hour _____
8. If student worked in your home what equipment would you expect her to operate?
 - Washing machine _____
 - Dryer _____
 - Iron _____
 - Sewing Machine _____
 - Other _____

Comments: